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ABSTRACT

The second issue of this quarterly features an interview with Roger Heyns on higher education, coupled with a section of reactions to this interview. Other sections focus on a new model for pupil personnel services, the changing status of women, counseling the returning veteran, the "unemployment" picture for counselors; and a number of regularly-offered departments which attempt to bring to the counselor a variety of information in terms which are both readable and practical. (CJ)

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impact

WINTER 1972

The Magazine for Innovation and Change in Counseling

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About this issue . . .

Preparing an issue of **Impact** is both a fascinating and a frustrating experience. We begin with a potpourri of ideas—suggestions from our field representatives as to what counselors are concerned about, direct comments from **Impact** readers (including some who took advantage of our free postcard offer under Blueprint), ideas presented to us by counselors at conferences (often recorded on the back of envelopes or napkins and stored away for future retrieval), written materials submitted by authors—some, obviously new and relevant and others dogeared from reading by unappreciative editors. To all of the former we add the ongoing input of our ERIC/CAPS information analysis staff who are, themselves, in close contact with counselor needs and interests, and who, probably, more than anyone in the country, know what are the important trends and developments which have meaning for counselors.

After all the ideas and suggestions are pooled, we meet to prioritize the various topics. The sessions are zesty and confronting, and differences in viewpoints are eloquently and persuasively pursued. At times it seems that we will never be able to put it together then like the "ah ha phenomenon" it clicks into place and everyone is rushing pell-mell to preen and polish copy into an issue of **Impact.**

We have a number of "clicks" in this issue we are particularly proud of. The interview with the new president of the American Council on Education, Roger Heyns, has won accolades from all who have read it. It was doubly meaningful to us because it enabled us to renew our friendship with Dr. Heyns and reflect again on the warmth, insight, and humanness he possesses to an astonishing degree. We think the interview, with the insightful comments of our distinguished reactors, will stimulate readers to ponder the meaning of the apparently tranquil college scene.

From all our sources we heard that the increasing difficulty faced by counselors in obtaining new positions and the sudden and often capricious removal of counselors from counseling positions was a topic of mounting interest. Todd Areson got on the phone and talked with counselors, directors, and supervisors about the country. We mulled over his findings and he pulled together what we thought were the important implications of the unfortunate experiences of some of us.

A seemingly unrealized social problem of large proportions is the returning Vietnam veteran. Unlike former veterans in his reaction to his experiences and his use of educative benefits he poses a major challenge for counselors. Through interviews, literature searches, and surveys, Don Harrison and our new production editor, Barbara Mancke, teamed up to pull together what we know about the "new veteran." Our article is intended to assist counselors in their perceptions of the veterans who are returning to civilian life.

Ideas about what we can do to improve pupil services are forever cropping up. We attach special importance, however, to a paper produced by a cross section of pupil personnel specialists and interested laymen which was a byproduct of a meeting sponsored by the U.S. Office of Education. We clearly intended to provoke all counselors to consider the questions raised and the solutions offered by both the report and the knowledgeable respondents who analyzed the report. Hopefully, our readers will want to react too.

We think our departments are particularly rich lodes this issue, including the first printing of **Feedfore.** Leads to creative approaches and resources abound throughout our departments, including an inventory to check out your attitudes about counseling women.

The question we keep asking ourselves is "how can we best meet the needs of counselors for new ideas and information which are directly useable." We hope that what we have put together in answer to that question does prove useful to you.

Garry and Susan

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happenings

Chicago, Illinois will be the site for many conventions of note and import for *Impact* readers. Counselors working in Catholic Schools will be evaluating their role at the **National Catholic Guidance Conference** March 26-27. The topic for discussion will be "The Unique Contribution of the Catholic Counselor—Reality or Illusion?" The meetings are open, and all are invited to attend. The Reverend Joseph H. Voor, Executive Director, NCGC, will be the contact person for this Chicago conference. His address is: Bellarmine College, 2000 Norris Place, Louisville, Ky. 40205. ■ The **American Personnel and Guidance Association** and its affiliates will be holding their convention March 26-30 in Chicago. The theme will be "Involved for Human Development." There will be a number of noted speakers at the 1972 APGA Convention. B.F. Skinner, the renowned psychologist and author of *Beyond Freedom and Dignity*, will speak at Monday's General Session. Also speaking during the convention will be Dugald Arbuckle, John Krumboltz, a noted spokesman for blacks, and a top-ranking feminist. At Sunday evening's Opening Session, APGA President Garry R. Walz will address Convention participants while Monday morning's General Session speaker, Congressman Marvin Esch (R.-Mich.), will discuss, "The Present and Future Status of Guidance". Those interested in attending the APGA convention should contact: Elbert E. Hunter, Assistant Executive Director for Business and Finance, APGA, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. ■ The **American College Personnel Association** will be holding special meetings throughout the APGA convention. For information regarding these meetings, individuals should contact: James Maine, Program Chairman, ACPA, Ball State University, Muncie, Ind. 43706. ■ The **National Council on Measurement in Education** will be holding open meetings at its Chicago conference April 5-7. Those interested should contact Irvin J. Lehmann, Secretary-Treasurer, NCME, Office of Evaluation Services, Michigan State University, East Lansing, Mich. 48823. ■

Leaving the Chicago area—the **National Association of Women Deans and Counselors** will be holding their convention at the Waldorf Astoria Hotel in New York City March 22-26. The meetings will be open only to registrants. Information can be obtained from Anna Rankin Harris, Executive Director, NAWDC, 1201 16th St. NW, Washington, D.C. 20036. ■ Contact Doris Sander, Director of Rural and Migrant Education, Wyoming State Department of Education, Cheyenne, Wyo., 82001, for information about the **National Council of State Consultants in Elementary Education** Conference to be held in Philadelphia, March 2-4. Philadelphia will also be the site for both the **National Association of Secondary School Principals** and the **National Association of State Supervisors and Directors.** NASSP will be meeting March 18-22 and specific information can be obtained from Owen B. Kierman, Secretary, NASSP, 1201 16th. St. NW, Washington, D.C. 20036. NASSD will be meeting March 16-17 and Edith S. Geer, Program Specialist, U.S. Office of Education, Washington, D.C. 20202 is the person to contact concerning this conference. ■ Cleveland, Ohio will be the site for two important conventions for *Impact* readers. The **Midwest Psychological Association** will focus on "Psychological Research and Its Responsible Use" at its Cleveland conference, May 4-6. Contact Winifred F. Hill, Secretary-Treasurer, MPA, Department of Psychology, Northwestern University, Evanston, Ill. 60201. ■ Contact Richard Gulbenkian, Director of Admissions and Records, Cleveland State University, Cleveland, Ohio 44115, for information concerning the **American Association of Collegiate Registrars and Admissions Officers'** Cleveland convention April 17-21.

■ "Impact of the Student across Cultures" will be the topic under consideration at the **National Association for Foreign Student Affairs** conference May 2-5 in Atlanta, Georgia. Contact Hugh M. Jenkins, Executive Director, NAFSA, 1860 19th St. NW Washington, D.C. 20009, for information about this conference. ■ Historic Boston, Massachusetts will be hosting the **Eastern Psychological Association** convention April 27-29, while Minneapolis, Minnesota will be the site of the **Association for Educational Communications and Technology** convention April 16-21. Those interested in attending the EPA convention should contact Murray Benimoff, Executive Secretary, EPA, Glassboro State College, Glassboro, N. J. 08028, while those planning to attend the AECT conference should write Fred Wehrli, Convention Coordinator, AECT, 1201 16th St. NW, Washington, D.C. 20036. ■ Members of the **National Association of Student Personnel Administrators** will be evaluating the function of "The Communication Process in Academe" at their convention April 9-12 in Denver, Colorado. The contact person for this convention is John L. Blackburn, Vice President for Student Affairs, University of Denver, Denver, Colo. 80210. ■

■ The **National Alliance of Businessmen** (NAB) will be sponsoring a number of vocational guidance institutes during 1971-72 to provide secondary school counselors and educators with information on existing and emerging employment opportunities for high school youth in the business community. Information regarding these institutes can be obtained from your local director or from Fred R. Wentzel, Director, VGI Program, NAB, 1730 K St. NW, Washington, D.C. 20006. Phone: (202) 343-7205. ■

The **American Personnel and Guidance Association** has produced four new films under the auspices of their "Distinguished Contributors to Counseling" series. Two of these films feature Albert Ellis, Executive Director, Institute for Advanced Study in Rational Psychotherapy, while the other two feature John Krumboltz, Professor of Education and Psychology at Stanford. Free brochures are available from APGA Films, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. Paul L. Collins, Director of **APGA's National Office of Non-White Concerns,** reports that a nationwide survey is under way to determine the feasibility of establishing a non-white division. ■ A new federal publication, **Accreditation and Certification in Relation to Allied Health Manpower,** describes accreditation and certification in 16 allied health professions and expresses the view that greater effort must be utilized in the training and employment of allied health manpower. Single copies of this publication may be obtained from: Division of Allied Health Manpower, Bureau of Health Manpower Education, NIH, 9000 Rockville Pike, Bethesda, Md. 20014.

The National Association of College Admissions Counselors and the **Veterans Administration** are teaming up to initiate a variety of programs, services, and publications aimed at providing servicemen and veterans with realistic information about opportunities for higher education. Pilot programs are currently being established in Chicago, Baltimore, and Boston. It is recommended that all state/regional associations place this topic on the agenda for their next executive board or membership meeting. ■

“quotes”

Equality of rights under the law shall not be denied or abridged by the United States or any State on account of sex.

Proposed Constitutional amendment

. . . Since women can work as hard as men, get paid as much as men and be received in terms of ability, strict rules against sex interaction among job mates must be devised. If you're going to run an efficient world, you've got to keep sex out of it.

Margaret Mead

But we urgently need in our high schools far more emphasis on group counseling to make the best possible use of the limited personnel, far more emphasis on counseling the non-college bound and on educating girls and minority members to the full range of opportunities ahead of them.

We must bring counseling closer to the world of work, and certainly one worthwhile supplement would be businessmen recruited to tell high school students about their fields and requirements.

The career counselor could and should play a vital role in increasing our nation's economic productivity. A greater understanding of this would benefit us all.

October 7, 1971

The parents of the millions of youngsters now in high school and college and of the more than 3 million entering the labor force each year are our nation's top job counselors. But they may be leaving the entire business of career counseling to high school counselors who may or may not be up to the job—or they may be pushing their kids too hard, too fast or into their own favorite occupation.

October 23, 1971
Sylvia Porter
Syndicated Columnist

Today the chauvinistic individual can be either a man or a woman. Discrimination exists and is practiced against both sexes and both sides must be considered.

Abraham Kaplan,
Professor of Philosophy
The University of Michigan

Prisons are machines for destroying people, nothing more and nothing less. They are tools. To expect rehabilitation from an Amerikan prison is like expecting to be able to mow a lawn with a wrench.

David Harris

. . . No one, including the students, will tell us just what they want. Part of the business of the teacher is helping students arrive at specific realizations of fairly vague yearnings.

Kenneth Eble, Director
Project to Improve College Teaching

Women's right advocates rode on the coattails of the abolitionists much as the current feminists are trailing the black power movement.

Patricia Albjerg Graham
Associate Professor of History
Columbia University

One frequently hears or reads the statement that the home conditions, the rudeness of the parents, the field labor, the village games, and so forth, are the chief hindrances to school education. It may be that they really interfere with that school education, as pedagogues understand it; but it is time to convince ourselves that these conditions are the chief foundation of all education, and that they are far from being inimical and hindrances to the school, but that they are its prime and chief movers. . . . It seems strange that this coarse domestic life should have been able to teach the child . . . difficult things and should all of a sudden become unfit to instruct him in such easy things as reading, writing, and so forth, and should even be injurious for such an instruction.

Leo Tolstoy
***On Popular Education* (1862)**

We don't consider it nearly so important *what* people choose as we do *that* they choose from the widest possible range of opportunities. We aren't as concerned about what the counselee decides about his opportunities as we are what he decides about *himself* in relation to these opportunities. We don't want to *make* people do things—we want to *let* them find ways of doing things. We aren't as interested in the *something* they become as the *someone* they become.

Kenneth Hoyt in
***Guidorama*, Vol. XII, No. 1**

If he (a child) accepts work as his only obligation and "what works" as his only criterion of worthwhileness he may become the conformist and thoughtless slave of his technology and of those who are in a position to exploit it.

Erich Erickson
The Child and Society

By the time the child enters kindergarten he or she is able to make sex role distinctions and express sex role preferences, . . . Picture books, society's first socializers, clue kids in fast to inequality of sexes.

***Guidorama* quoting**
Lenore Weitzman on a
study of children's books.

I think it's a great mistake that women's lib has become identified with lesbians. I think the image is in trouble. If I weren't interested in the movement and heard all those anti-men speeches, I'd be turned off too. I'm not anti-men.

Ruth Batchelor
Songwriter

Hiptionary*

Bold—A person who is not together
Bust A Cap—Shoot a bullet
Bust Some Z's—Sleep
Bust A Slob—To Kiss
Bug—Dance
Cage—Jail
Cop—To steal or get something
Dude—Young man
Dime—Ten dollars
Deal—Sell dope
Dugout—Party or dance
Getting Deep—Talking about something very important
Get It On—Fight
Hoops—Basketball
Hoe—A prostitute
Ice It—Knock it off
Main Squeeze—Girlfriend, boyfriend
Nickle—Five dollars
Rags—Clothes
Scope—To listen and look
Slide—To move on
Vines—Suits
Sport—Borrow
Sweetback—A man who is nice to you
Laid to the Bitter—Dressed up

***A collection of slang words and expressions compiled and defined by the English classes of Jerome Megalizzi, Highland Park High School, Highland Park, Michigan.**

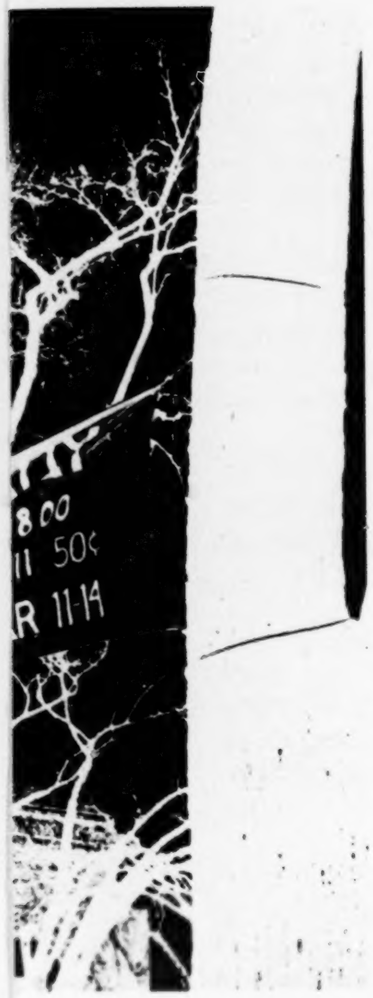
HEYNS ON THE

SUPPORT EARTH
TEACH-IN on the
ENVIRONMENT
EVENT MARCH
TEACH-IN

Dr. Heyns was chancellor at Berkeley during some of its most troubled days—1965 until the Spring of 1971. He is an acknowledged and thoughtful leader in the field of education, and after resigning his chancellorship he returned to his alma mater as a professor of Education and Psychology at The University of Michigan. It was at Michigan, during the half year before he left to take over the presidency of ACE that Impact interviewed him.

AN UPDATE OF HIGHER LEARNING

IVORY TOWER



Dr. Roger Heyns, former chancellor of the University of California at Berkeley is currently President of the American Council on Education (ACE).

IMPACT: The broad focus of this interview is the college scene today and tomorrow. How do you see the college scene today in terms of students and faculty?

HEYNS: There are two obvious observations that people make relating to that question. One is the observation that campuses are quiet. Even though there is some evidence that they are not as quiet as commonly supposed, it's obvious that they are more peaceful, less contentious, and less conflictive. The second observation is that there is a great deal of preoccupation with problems, particularly with the problem of reduced resources. These are probably the two major concerns. Even though the first one looks positive—almost as if you could forget about student unrest—I don't think thoughtful people are necessarily content with the situation.

IMPACT: Given things as they are, can you give us a comparative view on whether the learning climate is improving in colleges and universities?

HEYNS: I think there is more interest in improving pedagogical practices by experimentation than there was, say, a decade ago. I think there is more sensitivity to student input than previously. There is a greater willingness to inquire systematically about student opinions. Educational institutions are currently much more responsive to evidence of discontent than they once were. However, I think that respect for student input, for experimentation, and for innovation still has a good distance to go.

Utilization of Educational Research

IMPACT: In many fields today there is a feeling that a significant and sometimes growing gap exists between the knowledge base and its appropriate utilization. Some people have suggested that education—higher education, in particular—is an example of the lack of utilization of available concepts and ideas. Do you agree?

HEYNS: In my contacts with people at the Center for Research on Learning and Teaching at The University of Michigan I have urged them to think seriously about what they think they know, and not whether their results are statistically significant or not. It is very important for educational investigators to look at their research results from the standpoint of influencing policies. There is an understandable caution on the part of the researcher not to overgeneralize or to extrapolate too far, but the level of uncertainty of practiced decision making is so great that even a slight advance will make a great difference. I have used your presentation on underachievers in *Communique* (Number 2) as an example of not necessarily definitive research, but research useful to a thoughtful person who would then be cautious about the way it was used. I also think that clinical materials can help. People doing investigations ought to be reminded that decisions are being made daily on issues relevant to their research.

IMPACT: Can we infer from what you are saying that research which suggests new practices would be useful and that it need not be highly definitive, in an experimental sense, in order to be useful to a lot of colleges?

HEYNS: That's right. I don't think all reported research needs to be definitive as long as it suggests new practices with enough support to warrant someone else trying them.

IMPACT: Today you hear many people saying things like, "There is a great deal of knowledge which is ready to put into practice; if only we could, it would make a significant difference to the enterprise." In your perception, if faculties could and would adopt some of the new ideas and approaches, would there be significant increases in the quality of education?

HEYNS: I have two problems in answering that. One is that I really am not up on the literature enough to know if there is some elegant little nugget that I haven't run across. But, let's assume that there is. The chances are that it is not in a form that is readily accessible. Often results are not in a terminology that an inquiring professor outside the social sciences would appreciate or understand or even recognize as being useful. This means that further elaborations are necessary. If you're asking however, if there is a general sensitivity to do better, I don't think the average member of the faculty can be characterized as sitting on the edge of his chair waiting for new input so he can improve his performance. One of the reasons for this is that there is very little feedback when the performance is bad. The educational process is so diffuse, so complex that a person can go along without knowing that he needs any help.

Influence: Who Has It?

IMPACT: That's very interesting, because one of the bits of research we've picked up about counselors is that since they are not able to change what exists, they become active in justifying what they do as meritorious and desirable. Any drive to change is quickly dissipated. In many positions the opportunity for influence and the opportunity to bring about change is severely limited. For example, everybody expects a city mayor to be able to do things, but often personal variables are not as key as the constraints that exist in a given position. Speaking from your experience as a university chancellor, what role does the university chancellor play in influencing the enterprise which he supposedly heads, directs, and guides?

HEYNS: A university president has rather limited power. That is an obvious fact. However, it doesn't mean that he is without power or influence. He can make choices among options, he has somewhat greater influence on where new money ought to go, and usually he has some capacity for raising money—at least enough for the encouragement and initial support of worthy ideas. In a sense the presidency is a rostrum; the president can enunciate values, state his beliefs and his standards. I emphasize the importance of a dean, chancellor, or vice president taking a position on educational issues and indicating where his values are because of the number of people in educational institutions who at any one time are neutral, unclear or confused about them.

In the fall, on a campus like The University of Michigan, I would imagine that a third of the people have never been on campus before. I don't know what the new faculty would number, but it must be ten percent—or maybe more. This means there are a large number of people whose attitudes and values are being shaped by what they hear. Earlier, I mentioned the chancellor's influence on the budget and decisions about discretionary funds; however, I think one could also have, over a period of time, a very substantial influence on the criteria used in promoting personnel; one could have an influence on the reward system.

People like presidents, mayors, and superintendents were perceived at one time as having tre-

Q. In terms of educational innovation, do you think it is possible today for a university president to have the kind of influence Eliot had at Harvard and Hutchins at Chicago?

A. Yes, I think there are chief campus officers who in recent history have had enormous influences on their universities. Clark Kerr was very influential on virtually all nine campus of the University of California; Chancellors McHenry and Aldrich, who have been with their campuses from the start, have had a marked impact on their developing campuses.

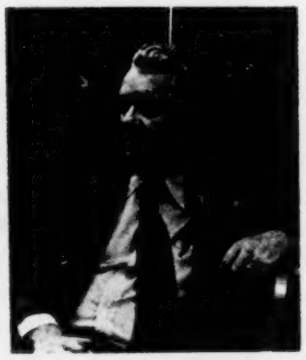
mendously powerful positions, but I think more and more people are becoming aware of the limitations on their power. The autocratic university president or the authoritarian mayor are gone, by and large because authority has been delegated throughout the whole institution. People keep thinking there must be a button somewhere that can be pushed and if they just work hard enough they'll get to that button so they can push it. But, it isn't there. Authority in an educational institution is shared broadly.

IMPACT: Are you saying that if someone wants change he should plan his strategies within a present position rather than aspire towards upward mobility?

HEYNS: I am not opposed to attempts to move up the administrative ladder to positions of larger responsibility. In fact, I would encourage that motivation. But it is important to recognize the possibilities for producing change where one is; too often we turn too quickly to the idea we must change our position to bring change about.

Q. How far can the university without walls movement go? Are standards of quality at stake? By going this way, do universities become certifiers for society and lose sight of what a university traditionally is?

A. The movement will grow, probably to the point where a significant number of people use the resources of such an educational endeavor. Nor are problems of quality control unique to this type of education. I don't think this type of educational experience will entirely eliminate the more traditional role of universities; it is a logical extension of a role that universities have been playing. Universities have been certifiers for a long time, only the emphasis has been on the passage of time and residence experiences.



Confrontation: Does It Work?

IMPACT: A group of students listening to this might smile and say, "Well, that's tremendously old world. A confrontation is necessary to bring about a kind of change." How would you react to that skeptical response?

HEYNS: Most of the skepticism I run into these days with young people is a skepticism about the usefulness of confrontation—they question whether, in retrospect, it has worked. At one time many students had the notion that a display of power might be effective. They regard the decision making process in the university as essentially a political thing—you marshall your responses and engage in some sort of direct confrontation, portray the negative consequences of not meeting demands, threaten, and even destroy. However, the thoughtful student looking back on that would have to conclude that it was not effective, and that very little that was constructive came of it. Students on fairly active campuses where that was tried over a period of time now have a collective memory that it didn't pay off; the gains were quite minimal, and what did occur that was positive was frequently counteracted by real costs.

I don't mean to say that, looking back over the last half dozen years, confrontation was always unsuccessful, but my impression is that many of the positive changes have become obliterated with time. Some were made in haste, others had no institutional commitment behind them. These confrontation episodes were frequently followed by a period of inaction; everyone was tired and let down. The third stage was one of very slow, laborious work during which time the problem was solved or a solution begun. It was this long process of persuasion that was effective and not the original confrontation. So my own view is that it would be a fairly casual observer who felt that (1) persuasion, (2) documenting one's case, and (3) making a good rational presentation were no longer useful; I'd say that observer really had misread the last six years.

Change and the University

IMPACT: Recently, *Saturday Review* looked at the predictions made a decade ago about changes in education. They were very hopeful at the time that all the interest and involvement in planned curricular change would result in significant educational advancements. But, in reviewing the past decade, they found it was the unpredictable—namely, the civil rights movement and the black confrontation which made significant differences in education. In effect, the *Review* said we really don't have an educational technology for change; the past ten years have been bankrupt in the sense of specifically *planned* change. Do you share the same degree of fatalism, or resignation to this view?

HEYNS: There is much discontent with education, and the last six years reveal dangerous vulnerabilities. Nevertheless, I am troubled by that observation; I don't really believe it is accurate. It may be that what we really disagree about is the question of what is change. Let me cite a couple of instances. Right after World War II it was obvious that American universities were too America-oriented. History, sociology, and political science were all dominated by the American experience. We were underdeveloped in the area of foreign language and literature and we needed an international component. Now, the major universities have substantial foreign studies programs as well as research capabilities. These institutions have trained vast numbers of people who have gone on to provide an international component to the curriculum in other institutions.

Another example is the constant revision of the curriculum in the sciences. As a member of the National Science Board, I am aware of the developments of new fields and the curriculum changes that follow them. Not only have new fields of instruction developed, but the pedagogical methods have changed significantly. The outsider does not see the changes that take place with respect to educational methods. For instance, survey courses. Fifteen years ago a lot of work went into developing survey courses and they were good. Faculty members enjoyed generating and teaching them for a while; then both students and faculty lost interest in them and other types of courses took their place. This flux is not clearly visible to an outsider. I believe that their impression of stability, of unchanging regularity, is unwarranted. If one sits on the curriculum committee at a lively university, new ideas about courses come up all the time—the major problem is getting courses dropped.

What Role for Women?

IMPACT: Recent reports from the American Association of University Women make a good point about the lack of participation of women at the administrative levels in colleges and universities. Could you comment on this?

HEYNS: Actually, I think that the problem you are talking about is general to all American institutions; I don't think it is unique in the university. However, I do believe the prognosis for change is good. As far as the ability of women to function at high administrative levels, there is no question in my mind—they function very well.

IMPACT: I have heard many people say that a woman cannot take the kind of pressure inherent in many high level university administrative posts. They wouldn't be out on the firing line and would be less likely to go out and confront students.

HEYNS: I have worked with women in times of real crisis and I wasn't at all fearful of their ability to handle the situation. I am quite optimistic that women will show up in larger numbers on faculties and, as a result of that, they will end up in increasingly large numbers in administration. We presently have an unsatisfactory posture with respect to women. Some of the patterns are unintentional and, with proper motivation, they can be changed quite quickly. For example, there were women who were, I think, genuinely happy to be lecturers and part time instructors. This was part of their life style. Now, for a variety of reasons, they are striving for more. They now believe it is proper for them to have a regular faculty appointment role. I believe the change is being recognized and if a woman wants to be a professor, and she is qualified to be a professor, the institution will appoint her. I don't think there are the hangups with women that there are, for example, with respect to race.

IMPACT: Are you saying that a much larger barrier exists for blacks than for women in academia?

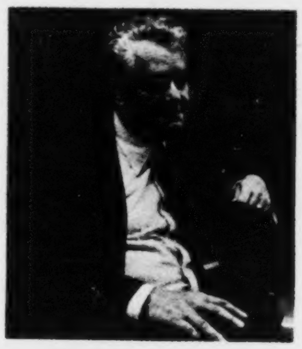
HEYNS: Yes, in terms of substantial improvements. There is a larger backlog of people who can change the women's picture rather quickly because women have gone to school and have received advanced degrees. What we are really talking about is what they did with the degrees after they received them. With women it isn't a lack of preparation; many of them are prepared but are not using their preparation.

IMPACT: Would you be prepared to offer advice to women who feel—perhaps understandably—that the process of increased involvement is too slow. Should they take a legal route working with, say, HEW to bring suit against an organization, or is there some other, more effective way?

HEYNS: In the majority of cases, I think that the legal route is unnecessary. Certainly I hope so. My experience has been that institutions are beginning to face the problem and to collect data that indicate the extent of it. I certainly believe it is desirable to exhaust this approach first. I don't think that very many women need the law. The best way to operate is to take individual cases. One can argue endlessly with a department that they should admit more women; but, it's much more useful to find qualified women who should be appointed and see how the department behaves with those specific cases.

University Presidents and Academic Freedom

IMPACT: Let's return to something you said earlier. You said university or college presidents should speak out on educational issues. Would that



Q. We've heard it said that the higher education community needs more unity in order to obtain more political clout. How unified should it be, and will efforts to achieve unity lead to less diversity?

A. I think that some of the political influence of higher education has been reduced through lack of unity, but we must also recognize this unity or consensus may not always be possible or desirable. We must accept the fact that our system of education is diverse; we shouldn't, in the interest of political clout, obliterate all variations. Nevertheless, we ought to try to achieve consensus wherever possible; and on many issues, it ought to be possible.

indicate things like the effect of Vietnam on students? Should the president speak out on the desirability of getting out of Asia because of the drain on the campus?

HEYNS: That is an issue on which there is disagreement among administrators. I think in the interest of the institution, an authority has to be very careful of the stand he or she takes on current social/political, noneducational issues. I say that for two reasons—one of them external, the other internal.

The chief executive officer represents the institutional position, whether he wants to or not. His behavior is interpreted in terms of his known position. The more you use the resources and name of the institution in outside social and political interests, the more likely it is that other people will want to capture the institution in order to do the same thing. This isn't a matter of right or wrong; it is a matter of wisdom. I think the more a person becomes involved with external matters, even those fairly close to education, the greater the risk of external intervention. The risk varies with time. The more homogeneous the society, the less risk there is of intervention becoming a political issue. I came from a place where the war was a very intense matter over a long period. I felt more capable of protecting the autonomy of the university by not taking a visible, stated position on the war. Other people in different situations with different problems took a different position on this issue of speaking out.

Q. In the book, The Academic Revolution, Reisman and Jencks speak to the idea that "everyone tries to copy the leader" and so there is not much diversity among colleges. What factors, if any, do you see changing this trend?

A. The trend is being reversed because of the increased heterogenity of the group going beyond high school level—although not as rapidly as might be hoped. Increased sensitivity to the needs of the students will reduce the tendency toward uniformity.

The second argument is internal; I believe that it is terribly important for a university president to be aware of, and fearful about, the development of an orthodoxy on the campus. Even though he may be a relatively unpopular figure, he is perceived to have a good deal of influence. Many young people—students as well as young faculty members—would be apprehensive if they knew that they had a position different from that of the president. Someone who didn't share the popular, widely supported opinion would be put in a difficult situation. Look, for example, at the student who is in ROTC. He needs the protection of the president every bit as much as the student who believes that United States foreign policy is wrong. The president must help to maintain the free environment that is absolutely necessary to a university. The president should be sensitive to whether or not his expressed views would augment that freedom or reduce it. I believe that there are conditions under which the president, by his public utterances on noneducational issues, contributes to the development of an orthodoxy that inhibits the freedom on his campus. It is important for a university to be a free forum, though many of our universities, regretably, have been less free than they claim to be. Henry Cabot Lodge and Robert McNamara and John Lindsey, for example, have all had their freedom to speak abridged on campuses. This is a real commentary on our commitment to free speech. I thought these incidents were humiliating to universities.

IMPACT: With so many groups looking for an advocate for their point of view, do you feel that the position you suggest is difficult for someone to maintain?

HEYNS: Yes, it is harder and harder to maintain a more or less open position. More and more, people want to use the university as an instrument of social action for goals that they themselves pick.

What Role for Student Personnel Services?

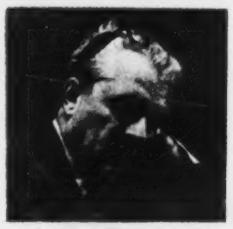
IMPACT: Do you see ways in which student personnel services can improve their linkage with faculties in order to better meet the needs of students?

HEYNS: I think it is very important for an institution to have student personnel people attend faculty meetings and be on committees having to do with student life. I think an administrator ought to be sensitive to the changes in organization that are necessary if these groups are to interact. At the height of some of the most serious problems we had we failed to utilize counseling people who could have helped us understand what students were thinking about. I think, however, the heads of counseling centers can take more initiative than they do. They should call meetings and say, "Well, this is what we are finding out about students; these are the kinds of problems they are coming to us with; and this is what we are learning." They ought to try to make these meetings attractive, interesting and well publicized.

It is very useful for counselors to try to identify student problems that are of concern to the faculty. Many of these problems have to do with the impact of the institution on the student and the counselors ought to be particularly interested in this. I suppose that we have to recognize that some of this exchange doesn't occur because counselors don't want it to happen. A counselor may identify with his students and student problems, but he is not clear as to his part in the whole system. This also happens in the psychiatric centers of university hospitals—they are not about to do anything to betray confidence—they don't want to imply to their clients any involvement or identification with the institution itself.

IMPACT: Are there other things that you would like to see people in the helping professions do that they are not doing? You developed one—the need for greater initiative. Do you see other situations that counselors and student personnel workers might be responsive to?

HEYNS: It seems to me that many young people during the past dozen years have been drifting around and they haven't had many people to talk to about their role in life and their values. Sometimes this inquiry has a religious overtone. In fact, much of this unhappiness and discontent takes religious forms. By and large, there are very few people connected with the university to whom young people can talk regarding matters of values and meaning. Many ministers and churches have even stopped talking about religion; they are more involved with the war and other social action issues than they are with religion. Many young people don't have those contacts anyway, and universities have become secular enough that they aren't interested in filling in the gap, nor do professors now think it desirable. Perhaps counselors can help universities develop mechanisms for helping the student in his search for values and meaning.



Q. **Do you see ways in which the student personnel worker can interface constructively with other faculty members at the university? How can barriers be broken down so that the communication can exist between "higher ups" and students?**

A. **There is no magic way to break down barriers; we just have to hammer away at them.**

The university has to be enriched in order to respond to young people. It is a comprehensive kind of student service that we have to think about. However, I am not sure that I know of any needs that are glaringly neglected, but I think that a whole new population will be showing up on the campus for whom traditional practices are inappropriately organized. The nature of the educational counselor is probably changing a great deal too.

I wonder what a student is going to be like 20 years from now, and what student services you would derive from the fact that the student body of the future will show a greater range of socioeconomic status, a greater variety of vocational interests, a wider age range, and a wider range of experience and skills.

I want to go back to a specific suggestion about a problem I think student personnel people can help with. My experience with minority students shows that they were most dissatisfied with the way the institution was meeting their needs. There was a period in which that problem was approached quietly and a period of considerable conflict. One of the real needs reflected in both periods was the fact that these students were not in a comfortable psychological environment. We increased the number of minority people at Berkeley—chicano's as well as blacks. We increased their numbers, but did not in any way increase the social skills in either the majority or minority that were necessary to have an integrated campus. This is true here at Michigan and other campuses as well. We have not really integrated the community by increasing minority numbers. I don't know how many blacks there are in the student activity groups, but on most campuses they are present in numbers that are less than the proportionate increase in total enrollment would suggest. We don't have the mechanisms for facilitating the social interaction of these groups. Much of the separatism is not negative attitudes, but a lack of social skill and experience. Admittedly, relations between ethnic groups are complex, but the campus should be a place where blacks and whites learn to work together and be together. This is a task for counselors to pick up.

Campus Tranquility?

IMPACT: You mentioned earlier that the campuses are more tranquil. I wonder if you have any ideas—concerning the oft-mentioned "calm before the storm." Do you think that this is a "strange tranquility"—that eventually things may get violent again, and if so, what types of things might trigger it?

HEYNS: I find that topic terribly boring; let me tell you why. All of us have done a good deal of theorizing about student unrest, about its origins and its departure. By and large, these speculations have been unimpressive, even though some of the explanations are probably valid. The fact is that no one, so far as I know, predicted the arrival of unrest. While it was here we had more explanations than we needed. No one predicted that in 1971 it would virtually be gone. On the basis of the "explanations" given for the deep trouble, one would not have predicted the passing of turmoil, but rather that we would be in deep trouble for another 100 years.

Problems in University Administration

IMPACT: How about decision making at universities? Many people have a variety of suggestions and management objectives, i.e., improved management information systems and greater diffusion of power. Looking back at your experience, do you think you would have done things differently? Also, how could future decision making on

the campus be improved?
HEYNS: There are certain aspects of management that can be rationalized, and we ought to know more than we do about them. I think it's useful that we're making greater efforts to identify institutional goals. We behave more self consciously and openly. If I have a general proposition, it would be that I am interested in concentrating more authority in the hands of individuals. I would accompany this authority with criteria mechanisms for advice and policy formation, criteria for the assessment of the administrators' performance, and procedures for evaluating performance at explicit intervals.

One of the real causes of institutional insensitivity is that there are no individuals who are directly responsible for what happens to people. The students ask, "Who is the guy that's responsible for my misery?" Many times it turns out that it's this committee and this regulation that makes the system drag. If people were ready to account for the impact of their behavior and policies and practices, I think one would get more sensitivity. In the area of making appointments, committees, for example, don't want a person so they say, "Well, I'm sorry, the committee didn't approve." If someone wants to discuss the decision, the committee is hard to locate. Each member says he can't speak for the whole committee. The chairman quotes the committee decision. That is very insensitive. It *sounds* responsive, but it is not.

I suggest that at all levels in the institution we designate the leader and make leadership attractive by giving authority. Five years later, if the furniture has been moved around, you'll know the leader moved it. Then you can ask where he put it, why he changed it, and he must reply. He is accountable. I think that way you have more sensitivity and more ability to respond quickly to real stress. The history of minority problems on campuses will indicate that administrators were often ahead of committees in understanding the need for response to the needs of minorities. But they were obliged to get the cooperation of many groups before the response could be made. It would have been much better had these executives had the authority to make quick responses and then were held accountable.
IMPACT: Are you saying that if we had had committees for the students to protest to, they would still be protesting?
HEYNS: They'd still be protesting. However, I do think institutions have increased in their sensitivity to student wishes, but not in the classrooms as much as in student services. Faculty members have always been willing for the president to delegate his responsibilities for student affairs. And presidents have, indeed, delegated these responsibilities to registrars, deans of students, deans of women, resident halls—all these involve presidential authority; and there have been substantial presidential delegations to students. That's one of the reasons that these areas have been more responsive to students than academic areas.

Q. **You have spoken of student personnel workers as semi-isolated. How would you alter the role of the student personnel worker?**

A. **I don't have any unique inspiration here. I think all of us would like to see a close relationship, a partnership, between the teaching faculty and the student personnel worker. There are lots of devices that have been used—joint appointments, membership of counselors in faculty groups, regular opportunities for counselors to share their experiences with faculty and, vice versa, more faculty members sharing counseling responsibilities. These are a few ways to alter the situation. I would emphasize again the need for greater aggressiveness toward these goals on the part of the student personnel workers themselves.**

Berkeley

IMPACT: What sort of thoughts and feelings do you have about the University of California and the role you played there?
HEYNS: Berkeley is a wonderful institution, a great institution. It was a great experience to have been there. It had its trials and tough moments, but I don't regret having been there in the least. I am only grateful for the chance. It was a rewarding experience and I think collectively we accomplished a great deal. I certainly want to comment that I have never felt very comfortable about the image of university presidents as martyrs. If we didn't like the post, we could quit. The chancellorship or the presidency has many rewards. I would encourage people to think about administration as a career.

The Role of ACE

IMPACT: How do you view the present American Council on Education?
HEYNS: I am beginning to get some clear pictures about ACE and to see that it has a very important role. I think the next five years will be crucial ones in terms of the federal position on support for higher education. It is going to be exciting to be in Washington to play a role in helping to develop that position. I also think that this is a time that calls for a great deal of self criticism and self renewal in the institution of higher education. ACE can play quite a role in stimulating and encouraging this process of inquiry and review. Finally, I hope we can identify clearly the major problems that lie ahead and develop the mechanisms for solving them.

reactions

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My immediate, gut-level reactions to the *Impact* interview with Roger Heyns are deep frustration growing to anger giving way to a quiet sadness and then a full, energetic tension. I consider Dr. Heyns in some respects a man who as chancellor has done and who in this interview continues to do great harm to the kind of educational system and societal culture that many of us want to see developed in this country. There is at the same time, much in the interview that I agreed with—Heyns' views on the value of non-definitive educational research that suggests, without proving, his emphasis on counselors' fuller involvement in academic planning, his active support of women's equality in universities, and his stress on individual accountability for administrative decision making, among others—but the aspects with which I disagreed seem much more important, and I will concentrate on those.

One major focal area of my frustration was Heyns' attitude toward the validity of active student confrontation of the university structure. He says that it basically "didn't pay off," claiming that the later stage of "very slow, laborious, . . . persuasion . . . was effective, and not the original confrontation." This viewpoint ignores the crucial importance of those original confrontations in creating, partly through force, a campus climate receptive to those later, programmed innovations. Example: There had been committee reports at Berkeley for years calling for more interdisciplinary programs for qualified undergraduates, hardly a radical demand. But the Tussman experimental program wasn't instituted until after the Free Speech Movement had "lobbied" for such changes.

Heyns states that "there is more sensitivity to student input than previously." Can he deny that this is at least partly in response to the more disruptive tactics of recent legitimate student dissent? I am not suggesting here that Heyns is completely wrong—that "within-the-system" persuasion is of no worth, or that more forceful strategies are always beneficial. However, the student movement, by refusing to accept the status quo rules of college administrators, has witnessed incomplete yet real gains.

It is much too early in the day to judge accurately the long range effects of the short range failures of such confrontations, such as the struggle for People's Park. An authentic national consciousness of the need for reform can grow through such "failures" as well as through "successes" like the FSM. And I certainly think it's unjustified to equate the current period of relative campus calm with a sense of students' contentedness with the present scheme of things, as Heyns does. (From my point of view, it's more a period of temporary withdrawal and internal consolidation.) In such judgments I feel his enormous managerial distance from students whose thoughts he can only "guess at" and for whose education he is in part responsible. I can't imagine comfortably calling this man by his first name, and that saddens me. And I feel that his computer and economic symbol models of social change ("input", "feedback", etc.) are avoidably dehumanizing.

This impersonal quality of his relations with students relates to another focal area of my disagreement—Heyns' attitude that the leader of an educational institution should not publicly express his or her opinions on political issues because he or she "represents the institutional position, whether he wants to or not." I wonder whether Heyns feels that the protection of university autonomy against the charge, however irresponsible, of personal orthodoxy is an absolute principle, without possible exceptions, or whether, in cases of extreme importance, the university president and other public officials must accept the risk of being misunderstood and courageously speak their minds, not as institutional representatives, but simply as conscientious moral beings. If Heyns accepts his separation of soul and state absolutely, he protects the autonomy of his sphere of institutional influence at the cost of an absolute submission to the capacity of that state for perpetrating injustice and destruction unchecked by the resistance of prominent and respected citizens such as himself. And if he feels that there are certain exceptions to this dutifully enforced silence, I ask him, "If not now, when?"

While he and most other university leaders maintained their silence for years, unwilling to accept the admitted risks of damaging political consequences for their schools and their own careers, the American government has maintained a military research program of huge proportions (in active alliance with many graduate schools). If these leaders spoke out even now, at this late date, could lives be saved through their influence on national policies? Their personal stand against the war would not imply a lack of institutional protection for the ROTC students. The indirect risks such students might suffer could never equal the daily risks experienced by peaceful Cambodian villages.

Heyns says that such matters of right and wrong are separate from institutional "wisdom," and then he criticizes the "secular" emphasis of religious institutions whose professional concern about the war contradicts his own doctrine of personal neutrality on the job, as if the war was only vaguely related to matters of the spirit. Is it so surprising that many members of my generation reject a social philosophy that values this narrow internal "harmony" which passively accepts war's inhumanity? Vietnam is our classroom.

Heyns' attitude that our public selves and private selves should not coincide represents to me just another aspect of the psychic fragmentation that troubles our whole educational system, with its rigidly compartmentalized class and topic structures, its oppressive grading and advancement systems, and its authoritarian suspicion of self-motivated learning. In times of cultural crisis such as ours, that attitude only further denies the often stifled impulse toward humane wholeness that the American student movement is seeking to fulfill.

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When Roger Heyns talks about higher education and students he is well worth listening to because, as much as anyone in the field, he has been where the action was taking place. An educational history of the Heyns' years at Berkeley would provide an excellent case study of the classic issues and problems of the sixties, experienced in greater or lesser degree by most major universities: radical student politics, institutional giantism, political pressures, confrontation and violence, racial unrest, legislative reprisal, growth of the counter-culture, curricular experimentation and reform, faculty impotence in crisis, "police on campus," student participation in governance, and on and on.

But most of all, Berkeley is "where it all began," where students first put into practice the mass confrontational tactics which were to have such a powerful impact upon the national scene. Although it may be too early to assess the full results of that strife I suspect that Dr. Heyns is correct—it didn't pay off in very many permanent gains for students. Persuasion might have yielded results, once everyone was listening, but somehow the radical student leaders, talking only to each other, convinced themselves that the revolution was imminent. If they had taken a drive off campus they would have found that the only revolution occurring was in the erosion of public confidence in students and the university. To date the legacy of the student politics of the sixties has been largely negative. The leaders moved off campus and on to other things, leaving their institutions facing an aroused public while the succeeding generations of students have to make do with less.

I get the impression from Dr. Heyns' remarks that few changes of significance occurred during that era. True, we have a better understanding of the nature of authority; some were sensitized to the racial problem and to the need for student input; experimentation and innovation became academic caches; and campus governance schemes burgeoned. But when the tumult subsided it was with a sense of relief that administrators and faculties returned to the more rational problems of the tight budget and the overcrowded classroom. Student problems and concerns were quietly shelved, and the increased sensitivity to students, which grew out of anxiety, was rapidly dissipated. The worst of the student tactics of the sixties deserved no payoff, but I regret that we didn't learn enough about the very real needs and concerns of students to carve out a genuine participative role for them, not merely in order to immunize the campus against a repetition of the campus revolt but because institutionalized vehicles for continuing change, in the sense of Gardner's "self-renewal," could result in a more vital and meaningful university for students.

Unfortunately, the student personnel function does not come off very well in Dr. Heyns' comments, not in a pejorative sense, but in the limited role he envisions for student personnel. Counselors are to identify student problems for the faculty, talk to students about meaning and values, discover ways of enriching the university in order to respond to young people, and develop in students the social skills necessary for an integrated society. That these are or could be significant contributions I can readily agree, but I wish that he had placed these services in the larger context of the university and its educational mission. He wasn't asked to do so, of course, but it would have been instructive to the professional readers of *Impact* to learn something about the way in which the new president of the American Council on Education views student personnel work and its assorted specialties.

For example, most colleges and universities have a personnel staff, centralized or decentralized in structure. What does the chief campus office expect of his staff? Is it expected to head off student problems before they escalate to his office? To keep the student body "sullen but not rebellious?" To help individual students to stay in school by resolving their hangups? To direct the extension of learning beyond the traditional classroom and credit format? To serve as a continual stimulus to the faculty and administrators regarding the student dimension of program and policy? To manage efficiently certain professional services to students such as counseling, financial aid, and housing? To share with the faculty in the development of the academic program? To provide data about students? To bear the lions share of the university's interface with students outside the classroom? To enforce on campus the public's professed moral and value system? To be the president's flak-catchers or shock troops in times of campus unrest?

Student personnel people have performed all of these functions, and more, in the decade just past. They have been reviled at times by students as hired minions of a repressive society and by fellow administrators as fuzzy-minded apologists for student intransigence. From the perspective of the world of higher education what is the raison d'etre for student personnel work?

It should be noted that the American Council on Education in its influential Series VI publications on personnel work in colleges and universities, brought out in the forties, helped to define the field. Now, almost a quarter of a century later, student personnel professionals are again attempting a reformulation or reconceptualization of the field, primarily through the American College Personnel Association. Because the student affairs area, by whatever name it is termed, is such a prominent feature of higher education today, it may be that the American Council on Education should again play a part in its definition. Unless reconceptualization efforts become an integral aspect of the broad thrust of the higher education of the seventies, they may become counterproductive or at least divorced from hard reality. To respond to young people and successfully meet their developmental needs will require the coordinated efforts of all who plan and implement learning experiences in the higher education of the future.

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I must begin with a confession. In my eyes, the plane on which Mr. Heyns moves is only a cut or two below the one occupied by the gods. In consequence, I can hardly supply the sex and violence in these reactions, the bloody swordplay of disagreement and controversy, that attract droolingly attentive readers.

There are, at least, two matters on which Dr. Heyns and I may fly on separate beams. One topic concerns the function of top-level college and university administrators as speakers of their minds on the great and troubling difficulties of contemporary society. The other has to do with Heyns' apparent stance toward student unrest.

Let me start with the question of whether presidents and chancellors—and other high-placed academic officers—should play the part of active commentator on current social issues. I quite agree that a college or university must be kept *institutionally* neutral because its business is the preservation and encouragement of intellectual freedom, not the furthering of intellectual advocacy. Consequently, I completely share Heyns' sense of humiliation at the closed doors and closed minds that greeted Henry Cabot Lodge at Stanford, Robert S. McNamara at Harvard, and a host of others.

At the same time, three possibilities must be entertained here. First, some of our outstanding educational leaders, by restricting their public criticisms of our culture's processes in order to preserve the essential values of institutional neutrality, have been interpreted as passionless, uninvolved persons who care only about the affluence and prestige of academia. As the mistrust of intellect (unbound by affective considerations and moral commitments) has grown, this lack of exhibited human concern has redounded to the disadvantage of our colleges and universities and contributed to that very abrogation of free speech that both Dr. Heyns and I deeply deplore. To exercise effective leadership in our time, administrators may have to achieve a difficult combination. On the one hand, they may need to articulate a clear stance toward major problems. On the other, they may find it necessary in both word and act to give repeated explanations of why they insist on protecting their opposition within their institutions.

A second possibility lies in the detachment of some of our best minds from the resolution of the huge troubles that sear our nation. Because academic executives are perceived as representing institutional positions, and because they are intent on maintaining institutional neutrality in order to preserve intellectual freedom, they withhold any potential contributions they might make to our general welfare. One needn't overestimate the regret these men feel at the self-determined removal of their brains and convictions from the arena of our society; although my rhetoric may touch inappropriately on the theatrical, it seems quite probable that the denial to one's self of the rights and obligations of citizenship—a process very much at issue here—entails a kind of intellectual and social castration. This kind of disfigurement rarely benefits human beings. It certainly doesn't when it diminishes the inadequate store of thoughtfulness and informed concern that we can bring to bear on the current and real perils to our culture—war, racial conflict, a technology that exceeds our capacity for humane controls, widespread personal alienation, depersonalization and cynicism, and so on through the unhappy catalogue of our era.

Finally, institutional neutrality has always made exceptions of those issues which directly affect the university's integrity. Threats to academic freedom, measures that would damage the academic enterprise financially, and actions that would politicize such internal processes as student admissions and faculty appointments are all historic cases in point. The courage of the American academy in responding to Joe McCarthy in the 1950's defines one of the high points for me in America's intellectual life. In the 1970's, many of the kinds of issues that once were considered external to the university are not intimately bound up with its destiny and character. In a manner that I regard as long overdue, we have taken some decisive stands on racial problems. It seems at least arguable that the prosecution of the war in Vietnam has endangered the quality of higher education more than any other event in the twentieth century; if one takes this position, then it seems hard not to regard the implications of America's involvements in Southeast Asia, precisely because those involvements make it nearly impossible for our colleges to fulfill their fundamental responsibilities. In other words, even if one chooses to be a strict constructionist with respect to the doctrine of institutional neutrality, one finds greater complexity now than ever before in identifying the issues upon which the doctrine imposes silence and those about which it requires speech.

Leaving this complicated and enormously important question unresolved, let me turn to the other point on which Dr. Heyns and I disagree. On the problem of student unrest, I join in a sense of ignorance about its dynamics. My departure from Heyns' is a twofold one: First, I don't think that student unrest has gone away. It has simply lost its press; and it has moved into less violent forms, largely because violence produced a poor payoff. Most of the discontent and a good deal of the animosity, however, remain. Second, I find it hard to shed the conviction that student unrest is significantly—which is by no means a synonym for "entirely"—an explosive expression by students of justifiable anger at the pointlessness and the lack of personal concern that are shot through their *educational* experience. Our undergraduate colleges are usually great places in which to win credentials or to learn the rudiments of an academic trade. I'm not sure that much more can be said for them. I feel like a bit of a traitor in making this charge, but unless we turn back the clock, this charge holds. For quite apart from the current cultural crises we are struggling to pass through, I think our institutions of higher learning are being throttled by what William James called the Ph.D. octopus. That is, we enthrone technical scholarship and faculty disciplinary activity. We tend to omit personal development and growth as a citizen; we don't teach the individual about the world which is his legacy. I doubt that our undergraduate programs offer much on these scores; I think that their sterility accounts for a fair amount of the variance in student hostilities, and I think that the frustrations resulting from such barrenness are still strong, expressing themselves more quietly chiefly because little (violence least of all) seems to make such deserts bloom. For lots of young people, this distinction between getting a credential and getting an education is a crucial one; the former is the dull business of the campus, the latter is the enterprise of the youth culture, of life on the road, or of a variety of social experiments like those in communal living. Humanly, education is sad; culturally, it's dangerous.

But for the rest, my copy of the transcript is marked with marginal yea-sayings. That marvelous passage in which he talks about concentrating responsibility and authority in the hands of accountable individuals is worth at least a dozen hosannahs. In the interest of diffusing and decentralizing power, our university management and governance systems have grown rank with depersonalized ambiguity. I wish I had made the point that "If people were ready to account for the impact of their behavior and policies and practices, then I think you would get more sensitivity" of a human sort in the conduct of our institutional affairs.

Another matter that deserves some strong underscoring has to do with the potential feedback from college counselors about the impact of the university on the student's life. Few people can better estimate the quality of the academic culture as it impinges on those who live within it than those who spend time with students in trouble, who have been hurt in one way or another, or whose impulses to grow have been stifled or blunted by their experience of institutional life. The trick is to find ways of recycling those observations through the channels of change so that universities become more responsible to those personal considerations. A reconception of the function of counseling services in an academic context is called for. Counselors need to cultivate those skills that make them more effective organizational counselors. At one point, Heyns' speaks of the lack of any really comfortable psychological habitat for minority students. We are learning too slowly to deal with racism. In the academy, we don't suffer from the lynch-law and rednecked variety of this disease, but we are victimized by its subtler, thoughtless forms. As we have sought a larger proportion of minority admissions, we have given very little attention to what kind of psychological habitat these new clienteles require if their educational experience is to be a productive one. On the whole, we have invested little imagination or inventiveness in rethinking the educational objectives and the standards relevant to them that would be profitably appropriate to a population quite different from the modal undergraduate of the last half-century. We haven't attended to the feelings of these people thrust into an environment foreign to their experience and frought with challenges. When we have sought minority staff members, we have looked primarily for the people with the same qualifications and the same professional socialization as our white professors, forgetting, among other things, that our yearning for them began significantly in the legitimate demand for a comfortable psychological habitat—for a receptive and a supportive community—for those new students. And our programs have shown remarkably small adaptations to the needs, the responsibilities, and the aspirations of minority students. Unless there is an active and authentic concern for the identification of suitable goals, for the formulation of suitable standards, for the addition of suitable staff, and for the creation of suitable and genuinely *educational* programs, then our recruitment of minority students has about it the aura of bleaching—blacks, Chicanos, Indians and orientals have the option to turn white or to fail. Good intentions mean nothing if we maintain the old and pervasive *Zeitgeist* of racism. I very much like Heyns' notion of the campus as our best laboratory in which the members of our different subcultures can learn "to get together and to be together." I share his sentiment and now "is almost a last chance."

For me, I hope that this opportunity has not been "a last chance" to interact with Roger Heyns. I both wish him well and pin high hopes on him as he takes over the presidency of the American Council on Education.

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Times of adversity are times of change. Let me use that generalization as the basis for disagreeing with some of Heyns' comments about women and for agreeing with (and elaborating upon) some of his other points.

In times of rapid change brought on largely by societal forces external to higher education itself, colleges and universities do not have much choice about being caught up in change. Their range of choice is limited to selecting among alternative ways of dealing with it.

One alternative adopted by large numbers of colleges and universities (the vast majority, as a matter of fact) is to do little or nothing in advance of crisis. The issue of equality for women in higher education illustrates this well.

Campus discrimination against women has never been a secret. Until recently, corrective action on most campuses was limited to expressions of sympathy followed by a "realistic" discussion of the difficulties of overcoming the prejudices of a chemistry professor who once had a woman student who failed to stay in the field. Implicit in this juxtapositioning of sympathy and "realism" was the value judgment that the well-being of the university would be determined more by whether the chemistry professor remained undisturbed than by whether inequitable treatment of women were corrected. The recent militancy of women's groups and their success in finding legal bases for action against universities reverses that situation. The well-being of the university depends upon satisfying HEW or the courts on the issue of discrimination. The chemistry professor's sex prejudices become as irrelevant as his racial prejudices, and the fact that similar changes are occurring at all universities simultaneously help to keep him from leaving.

The whole discussion of discrimination against women in proceeding through a series of stages reminiscent of the discussions of discrimination against blacks. In both instances, reasonably rapid and constructive remedies seem to have come when two conditions have been met: (1) there is widespread sensitivity to the problem and (2) the *force of the law is actively brought into play* as a means of remedying the injustice.

Heyns voices sympathy for university administrators who must deal with impatient women who want action yesterday and with HEW, which *may* deal unfairly with institutions. He is right that two wrongs don't make a right. On the other hand, however, the danger that there *may* be a second wrong perpetrated does not justify refraining from seeking fast and mandatory remedies for the *initial* wrong which has been done.

As Heyns indicates in some of his opening comments, the national concern most certainly has shifted in the last couple of years from student unrest to higher education's financial plight. There is every indication that the financial pinch will not be a temporary phenomenon. It constitutes a new adversity to which higher education must make adjustments. Colleges and universities will be quite different five or ten years from now and this will be true *in part* because of the financial adversities of the 70's. The element of choice which is still open to individual institutions is whether the changes are *planned* or *unplanned*.

In foresighted colleges and universities the changes can be planned in advance so that (1) the damage is held to a minimum, and (2) opportunities are seized for accomplishing educationally desirable objectives which may have been impossible without the leverage of financial necessity. For example, although it is educationally desirable to make books maximally available in university libraries through the use of open stacks. I know of at least one institution in which it was impossible to convert to an open stack system until the educational arguments for it were reinforced by the financial necessity for reducing staff costs associated with closed stacks. I would term the final decision of that institution to switch to open stacks as the accomplishment of an educationally desirable objective, through the leverage of financial necessity.

Among the educational reforms which suggest themselves in this regard are the more individualized instruction, increased reliance on students to pursue their own education in many areas, greater utilization of educationally relevant off-campus experiences, tightening the curriculum, and even reducing the length of time required for degrees. Not all of these reforms need to be applied uniformly to all students—indeed, the utilization of *some* of them for *some* students can free more faculty time for attention to students who require more than average faculty attention. If the goal of education is to help make people more independent, autonomous, and capable of continued learning on their own, what could be more appropriate than these educational reforms?

The use of financial problems as a weapon for accomplishing educationally desirable objectives is a tricky business. It is hardly the most desirable way to bring about changes. Since we seem to have little choice in the matter of our financial plight, we are obliged to accommodate it. As far as possible we should make that accommodation an educationally constructive one.

The provision of counseling and guidance services to people—individuals and groups—increases in importance in any educational system which moves toward greater independence for the student. This in turn implies new inter-relationships among students, faculty, counseling and guidance personnel, and general administrators.

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This dialogue—over land, over time, and between two who have never met—is a provocative thing. The chance for agreement on all points is slim, for like the two vociferous neighbors—matrols arguing over their back fences—we argue from different premises.

My premise, briefly, is that of a matron, a professor of 24 years service at Florida State University. This "long-time-in-one-place-ness" is modified somewhat by lecturing and consulting on campuses over the country.

Dr. Heyns and the *Impact* interviewer dialogued more than twenty different themes. The discussion went full circle—beginning and ending with campus tranquility. I shall respond where my interests lie.

On Student-Personnel-Faculty Linkage I have a gnawing dissatisfaction with Dr. Heyns' answer to the question: Do you see ways in which student personnel services can improve their linkage with faculties in order to better meet the needs of students? To me, the attendance of student personnel professionals at faculty meetings is tokenish. In these conclaves the student personnel affairs representative is usually mute—forbidden to participate—both in voice and vote. As for service on committees on student life, this is where the student affairs staff member is accustomed to serving. In contrast, the student personnel professional should be exerting influence in working elbow to elbow with committee members in studies of curriculum, in minority student problems, in task forces on governance, in search committees for administrative personnel, in accreditation committees, role and scope studies, and projected institutional planning.

Why has this not been generally possible? The deterrent, of course, has been in the very limited (and limiting) professional training programs offered the student personnel trainee. Dr. Heyns notes, "We have not utilized the counseling people." But I would rejoin: This is but one specialty group of the total student personnel assemblage, which includes admissions, student activities, financial aids, health services, residence hall programming, student union programming, international student affairs, and other related areas. Preparation for student personnel administration is not synonymous with that of counselor education. The need, as noted, is for personnel knowledgeable in higher education—broad-gauge—its management, governance, financing and legal aspects, curriculum planning, and total development. Therein, a specialty such as counseling must be fitted.

On Social interaction, leadership, and the way of women, one of the best assertions of the interview occurred in Dr. Heyns' testimonial that "we lack the mechanisms for facilitating the social interaction of this population." I believe the devising and applying of these mechanisms constitute the appropriate role of the student personnel professional—a role which has likely always been assumed, but not always dispatched. Among the horror tales of the past few years are those depicting institutions which attempted to integrate black with chicano and white enrollees but conversely separated male and female enrollees. These attempts have shown, all too often, an over-dependence on "a little bit of luck" and scant dependence on big chunks of preparation. It is the business of the student personnel professional to study the campus, and with faculty members, to prepare for the assimilation of women.

The March 1971 Report of the Carnegie Commission on Education detailed the trends in American higher education, making a point of the fact that strength in leadership at the top would be increasingly evident. The immediate vision is one of the young, athletically-inclined, orotund-in-voice, politically-schooled, managerially-adept MALE. But this tower of power may be due to topple—as a role model. The search for leadership should be directed toward identifying individuals, who demonstrate mental resilience, emotional stability, enduring human values, and wisdom tempered with justice.

These qualities are not sex-determined!

Much of the search for top leaders in institutions these days is duplicative of the past, and some of it is downright counterfeit! For example, in the past year and a half, I have received three inquiries about my availability for a presidential post—the customary sparring "If interested, would you send us, etc." I tried the tack of turning the question on the search committee, asking, "Tell me why you sought me." Needless to say, my question was lost in an embarrassed shuffle of correspondence.

I believe that high level educational leadership, resulting in a new entrepreneurism in social interaction, can be provided by women whose talents have heretofore been overlooked or have gone unused. There are scores of women who possess the social interactive capabilities to heal campuses in torment, who demonstrate communication abilities with faculty in multi-disciplines, who are both humane and political, and who stand upright in the path of man-made hurricanes that threaten to blow campuses away or to distort their missions. Contrary to Dr. Heyns' belief, I feel the legal route has been necessary for women to follow in the present day "emancipation." While the recent Supreme Court decision falls short of announcing a broad, general principle, it is a landmark in that it denotes the first occurrence in history of a law's being declared unconstitutional because of discrimination based on sex.

And so to conclude: That I have been able to express my views, speaking from this Southern premise, is gratifying. One Dupont Circle in Washington, D.C.—Dr. Heyns' new homebase—is a beehive-like center for American higher education. The American Council on Education has long given attention to the college student; witness, its impressive series of publications. That this same student will continue to be visible to Dr. Heyns is my continuing hope.

Are You an Information Generator?

Do you have an unpublished speech? Report? Model? Instrument? Dissertation? Program Description? ERIC was created to assure access to the educational knowledge base. Our basic function is to aid the process of knowledge-sharing and feedback. Perhaps you have created an innovative program. Perhaps your insight and experience have led you to some creative thinking. Perhaps you've carried out some research. It is in written form? If not, have you considered organizing it and writing it up to make it available for others to build on? ERIC is always looking for new documents. We continually review materials for Central ERIC's monthly collection in Research in Education. Let us review your paper for inclusion in Research in Education. If you would like to submit a paper, sent two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing ERIC/CAPS, School of Education, The University of Michigan, Ann Arbor, Michigan 48104.

life
savor

some people suffer
just for the hell
of it

shut i

to not
be aware
is no aware

u
is
half
of
us

foe
kiss

stop
holding
your
breadth

From What to Do Till the Messiah Comes, Bernard Gunther, Collier Books, New York, 1971. Used by permission.

The White House Conference on Youth

A Follow up . . .

The White House Conference on Youth covered in the Fall 1971 issue of Impact, has issued its Report. We have selected the following recommendations and reprint them here because of their particular relevance to people in counseling. (All recommendations were voted upon by the Task Force members present in general session after open debate on each item.)

From Task Force on Economy and Employment

To facilitate the adjustment of youth into a pattern of education relevant to their long-term employment and educational aspiration, there is need for a greatly strengthened vocational and educational counseling program, both in schools and in institutions outside the schools so that youth might initially make intelligent choices of academic and vocational pursuits. Moreover, the nature of this counseling should be increasingly focused on work and career options, as opposed to the typical "academic" oriented counseling offered in high schools today, which too often focuses on the continuation of education into college at the expense of vocational related guidance. In addition, the nature of counseling provided should emphasize the needs, aspirations and interests of the individual student rather than excessive focus on the employment and occupational demands of the general economy.

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The career counseling of youth (as distinguished from personal or clinical counseling) from secondary schools through higher education is being given short shrift. (1) When there are career counselors in the secondary schools, they are under such pressure from society to assist youth in getting into higher education that there is scant time and little encouragement for them to acquaint these young men and women with the career opportunities before them. (2) It is particularly tragic that youth dropping out of high school or terminating with the twelfth grade are especially neglected with respect to job or career possibilities. (3) The rapid proliferation of new types of employment opportunities is too infrequently known to students or to counselors. Parents, normally a source of information, are especially incapable of keeping up with these developments and assisting their children in this respect.

With the cry for relevance, a key word in youth's challenge to higher education, evidence suggests that young people at all levels of education are being offered only the traditional generalist preparation with little or no career consideration.

In an era notable for a virtual explosion of knowledge, resulting in new horizons for personal commitment, media are notably lacking in helping young people find out "what it's like" to spend eight hours a day in these pursuits.

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Means of communicating with servicemen and women about education, training and other benefits available should be established on a uniform basis with the military services carrying the major responsibility of individual counseling.

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From the Task Force on Education

Educators at all levels must . . . (a) make school counselors more readily available to all students. The roles of these counselors should be determined at the local level by the students to be served, the employers, and the counselors. Assignments should be clear in recognizing that the primary professional concern of counselors is the worth and the well being of students. A counselor's work may be complemented by trained student peer counselors, (b) improve the career advisement function by encouraging department heads to make information available on their respective fields, especially for minority students.

p. 85

The relevant school of today and tomorrow will be pluralistic in structure and function. It will provide a large variety of in and out school, short and long term, and planned and spontaneous learning experiences. To insure that the student can profit from opportunities provided him, he must be presented with more than a choice of opportunities. For the student to receive an education which is personally meaningful, personal and environmental exploration, career and life style planning and decision making must be given major emphasis throughout a student's elementary and secondary schooling.

Counselors should (a) devote a major share of their time and effort to facilitating the student's personal, cultural, and environmental exploration, career and life style planning and decision-making and building multiple choices within the curriculum, (b) be available in sufficient numbers to work with all students throughout elementary and secondary schools (one counselor to 50 students), (c) be made more readily available to all students. The roles of these counselors should be defined at the local level with participation from the students to be served, the employers, and the counselors. The primary concern of counselor should be the worth and the well-being of the students. Therefore, counselors should be free of clerical and administrative duties and should direct their major attention to working directly with and for students.

Implementation: A. The Government should provide support only for those school counseling programs in which counselors are solely involved in counseling and guidance activities.

B. Institutions of higher education must prepare counselors to work in areas defined by students to meet their various interests and needs.

C. Secondary and elementary schools must continually reassess and evaluate their guidance programs to insure that counselors are available in sufficient numbers and responsive to the needs of the students.

D. Business and the community must regularly consult with students and counselors to insure that their educational programs are functioning within agreed upon guidelines.

p. 88

Guidance in the schools must be humanized and modernized. The guidance counselor must organize his service around the student as a person in such a way as to provide assistance appropriate to the needs of each student. In order to provide the guidance counselor with time, we recommend the use of modern information retrieval systems available directly to the student to provide facts on career options and training.

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Report of the White House Conference on Youth is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402—Price $2.50 Stock Number 4000-0267.

Impact Announces . . .

Annual Award 1972 Impactful Programs and Practices in Guidance and Student Services

The First Annual Awards for Impactful Programs and Practices in Guidance and Student Services

Impact wants to recognize outstanding programs and practices in the field of guidance and student services. Specifically, we want to identify programs and practices which enlarge upon guidance and student services; respond to pressing educational and social needs; and have minimal outside support, and thus utilize existing resources judiciously and creatively.

Through this Impactful Awards program, Impact hopes to encourage the development of innovative and significant practices, programs, and models which can be widely disseminated and readily adopted by counselors. Therefore, Impact seeks programs and practices which are adoptable at the single unit level—be it a school, college, university, or training unit.

Each year Impact will make up to four awards for outstanding programs and practices. The winners will receive:

- A $100 honorarium
- One year's complimentary subscriptions to CAPS publications
- Participation in an awards banquet
- An "Impactful Practices and Programs in Guidance and Student Services Award" Certificate

In addition, practices and programs receiving Impactful Awards will be featured in future issues of Impact magazine.

Honorable mention certificates will also be awarded and announced. Complimentary subscriptions to CAPS publications will be given to those receiving honorable mention.

Nominations for awards may be made by individual counselors or by any administrative unit. All nominations will be evaluated by a national review panel. The panel will visit the developers of the most highly rated programs prior to the final judging. Completed nomination forms must be received by 30 June 1972. Announcement of the awards will be made in the fall of 1972.

Nomination forms are available upon request.

Practices and programs will be reviewed on the basis of the following criteria:

1. Creativity in conception and design
2. Demonstrated impact upon intended consumer groups
3. Parsimonious and judicious use of resources
4. Responsiveness to current educational and social problems

For further details and nomination forms please write to:

Impact/Awards, P.O. Box 635, Ann Arbor, Michigan 48107

(Why not make a copy of this announcement and pass it on and/or post it in a prominent place.)

REPORT OF THE NATIONAL CONFERENCE OF PUPIL PERSONNEL SERVICES

PPS

The PPS Model: A Prototype for Change?

The National Conference of Pupil Personnel Services sponsored by the U.S. Office of Education was held at Lake Wilderness, Washington, June 12-20, 1971. Thirty two persons, representing a variety of roles in education and related fields, attended the conference whose purpose was "to examine and seek new direction for Pupil Personnel Services and indicate some of the related changes implied for other school functions."

A new model for Pupil Personnel Services based on the ideas emerging from the conference was drafted and after review by the conference, a second draft was edited by O. Bernard Leibman, Leo Goldman and Haron J. Battle. It is this draft, which is available to a larger population for consideration, on which this article is based.

The Conference was organized by the Teacher Development Branch of the U.S. Office of Education. Dr. Patrick McGreevy, chief of the Branch had major responsibility for arrangements and selection of participants.

The following summary of the conference was prepared by Dr. McGreevy.

Purpose

The project was designed to bring together a representation of the various elements of the educational community to consider the role of the schools in general and the pupil personnel specialist specifically in our changing society. The project was to consist of a seven day summer workshop and two shorter follow-up meetings during the academic year. The latter meetings are to be held on a regional basis and involve more people than could be invited to Lake Wilderness.

The idea of the project was to a large extent prompted by efforts of the Office of Education to develop training Pupil Personnel Service projects which could more adequately respond to the needs of American education. There is a concern that few people of color were involved in funded projects and a general feeling that the procedures for training and implementation of services were outmoded. These concerns led to a new program design and funding pattern being developed. An invitational project directed toward change was thus conceived which could serve as a vehicle to disseminate ideas and gain a greater awareness as to whether the Office was "on course."

Process

Several of the Concepts and techniques developed by people in organizational analysis and development seemed appropriate in planning the summer workshop. Initially, it was thought a format in which a select group of experts would present their views on education, change and pupil personnel services would be appropriate. The workshop participants would then meet in small groups and develop reactions. However, after meeting with the project planning consultants a different format was selected. It was decided that the workshop group should experience directly the problems of change. The role of the workshop staff was to serve as facilitators to the group by doing what it decided to do while making what inputs, theoretical and process wise, as seemed appropriate. The assumption was that as the group determined their goals they would "own" their process. Related to this is the belief that if change in an organization is to occur people in that organization must feel they have authority and responsibility to determine its direction.

It became clear to the workshop staff within the first day that the workshop participants wanted, even demanded, to determine their agenda and their process. Several subgroup meetings ensued which generated many ideas. By the end of the fourth day the group decided to develop a position paper describing a new model for pupil personnel services based on these ideas. This paper has been sent to all those who indicated interest in the project but for one reason or another could not attend.

Follow-On Meetings

The summer workshop group was divided into four geographical region groups. They were told that the Office would fund some limited follow-on activities to be conducted during the academic year. All regional groups elected to have workshops and invite people who might be interested in the Project. The first series of these meetings are being held in the Fall. Plans for future meetings have not yet crystalized.

Future Plans

As one will find from reading the Workshop Paper the ideas are both exciting *and* abstract. It would seem desirable at this point to determine reaction to the ideas and means of implementation from a broader spectrum of people. The Office of Education and, I think, authors of the Paper would welcome such reaction.

Impact has requested several individuals who attended the Conference and several who were not present to react to the model. In order that these reactions have greater meaning and impact to you we have provided a condensed version of the Conference Report.

I. The Need for Change

It is recognized that the quality of the schools is determined by a complex system of interrelated factors. Each of these factors demands attention separately and as part of a whole changing process. The focus of this project is on Pupil Personnel Services, with some attention given to related functions in the schools. Although services have been effective for many specific situations, in their present form they do not seem adequate for the demands on education. Following are some of the weaknesses observed in present practices and conditions.

1. PPS workers tend to operate in isolation from each other and from other school personnel. This results in a lack of team effort with focus on student needs.
2. The efforts often are directed toward symptoms rather than the basic problem. Much energy is used to resolve crisis situations or provide remedial services instead of an ongoing program for wholesome development of all learners.
3. There is a lack of concern for and understanding of needs of students from various minority groups.
4. Students and community are not involved sufficiently in planning and delivering services.
5. Minority groups are not adequately represented among PPS workers.
6. Human resources have been used inefficiently by lack of a balanced representation of professional and paraprofessional workers.

II. Goals and Basic Principles

A. Goals

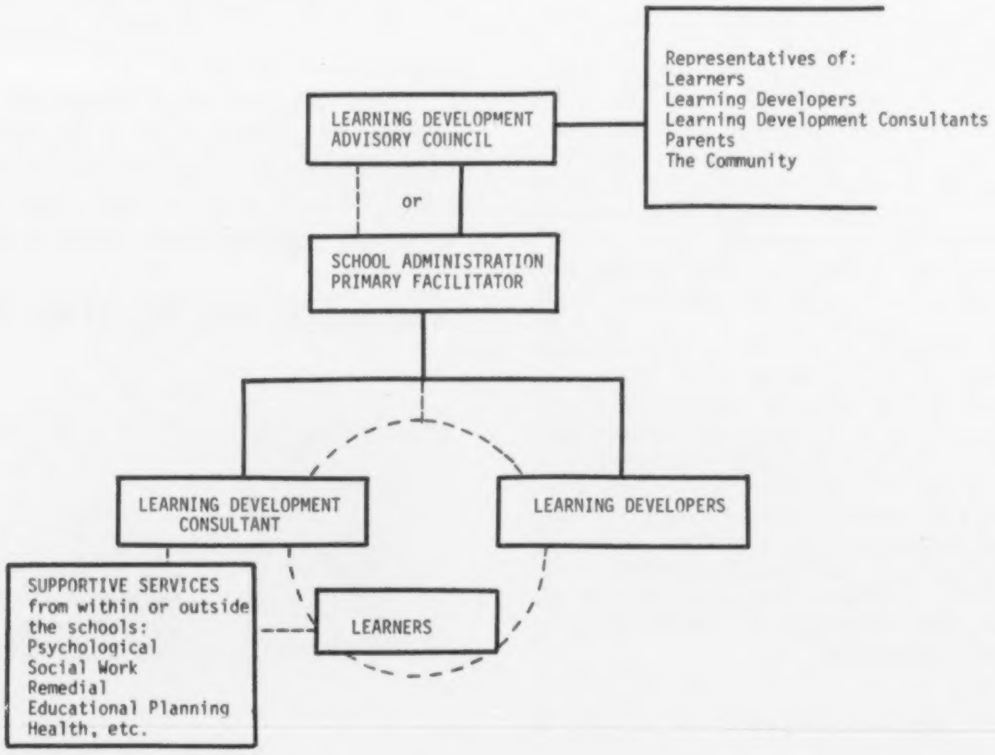
Following are the usual major needs of learners. Satisfaction of those needs at a high level comprises the major goals of the new model:

1. A sense of one's self as a worthwhile person who is capable of making one's own life decisions.
2. Opportunities to participate in the process of identification of one's own needs, and the planning and evaluation of one's learning experiences.
3. Skills to survive in an oppressive environment and to bring about productive change.
4. Full opportunity to retain one's ethnic and cultural identity and to develop one's potentialities in harmony with the goals and values of one's family and community.
5. Skills in understanding, relating to, and communicating with others, irrespective of race, cultural and economic background, sex, and age.
6. Skills needed to learn and an attitude that learning is a lifelong process.
7. Sound physical well-being.

B. Basic Principles

1. Human beings at all ages are capable of making decisions about themselves and need trust in that capacity.
2. An effective educational system involves a team of participants whose focus is on the learner as a person and who share in the decision making process.
3. In an ever changing society, it is essential that the education system be flexible and able to change as varying learner and community needs are surfaced.
4. Learning occurs in relation to the total environment and experience of the learner and thus must include participation by the members of the community at large as well as the school community.
5. Provision for planned learning experiences must be a part of but should not be limited to the confines of the educational system. Services should be provided by those persons or agencies most competent to do the job.

PROPOSED MODEL FOR LEARNING DEVELOPMENT


Representatives of:
Learners
Learning Developers
Learning Development Consultants
Parents
The Community
LEARNING DEVELOPMENT ADVISORY COUNCIL
or
SCHOOL ADMINISTRATION PRIMARY FACILITATOR
LEARNING DEVELOPMENT CONSULTANT
LEARNING DEVELOPERS
SUPPORTIVE SERVICES from within or outside the schools:
Psychological
Social Work
Remedial
Educational Planning
Health, etc.
LEARNERS

6. Members of the educational team must represent a cross-section of racial, cultural and ethnic backgrounds.

7. A systematic and comprehensive program to eliminate racist and sexist attitudes and behavior must be developed.

8. Evaluation of the effectiveness of learning experiences must be an ongoing process which is shared by all the stake holders.

9. Education and training of facilitators in the learning process should be directed toward competencies to be acquired and may be obtained in a variety of settings including but not exclusive to colleges and universities.

10. Recruitment of learning facilitators must include minority groups, women and persons representing the community to be served.

11. Certification of learning facilitators should be based on competencies to do the job and provide for evaluation and recertification based on performance criteria.

III. Structure of the New Model

A. Population

The participants in a learning development unit are all persons connected with a school system, or a subgroup within a school or school system.

B. Learning Development Advisory Council

The council is composed of representatives associated with the learning process.

C. Primary Facilitator

Included in the responsibilities of the Primary Facilitator is the over-all administration and supervision of the learning process.

D. Learning Development Consultant

The Learning Development Consultant (LDC) concentrates on the needs of the learner and the responses to these needs in the learning process. He/she seeks to understand the many subsystems in which the learner functions and to share this understanding with other members of the team. This may be regarded as a new role for many counselors, psychologists and social workers. It is envisioned that the LDC's contribution will make the team self-sufficient in preventing or solving most of its problems. However, there will be need for supportive services.

E. Learning Developer

Included in the responsibilities of the Learning Developer is the daily facilitation of learning.

F. Learner

The Learner is the principal recipient of attention in the operation of the team.

IV. Implementation of the Model

The implementation of this model requires a reorganization of the entire educational enterprise.

The Learning Development Consultant is the generalist and, in effect, serves as advocate for the learner as a developing human being. The LDC achieves this goal primarily by functioning as a facilitator of communication and as a coordinator primarily by functioning as a facilitator of communication and as a coordinator among those involved in contributing to learning and development.

The Learning Development Consultant, the Learner and the Learning Developer are in frequent interaction with each other. Following the identification of any need or problem, the relevant members of the learning community participate as a problem or task oriented team led by the person most appropriate to the area of concern. The specialists will come from a variety of fields and backgrounds.

The extent to which a specialist is based in a school system or shared among a number of districts, or contracted for with agencies outside the school will vary with the size, type and human and financial resources of the community and the nature of the needs. Primarily the learning community uses the specialist to enhance the resources of the group. The school then takes advantage of services both inside and outside of the school itself.

V. Knowledge

The LDC should have considerable knowledge in each of the following:

1. Biological, psychosocial and vocational development stages and their concommitant coping behaviors.

2. The principles of human learning operative in the school, home and the larger community.

3. The organization and function of the basic institutions in society and the effect of these institutions on the individuals and groups within the society.

4. Different ethnic groups, and the influence of their attitudes and behavior on the learning of academic skills and skills in interpersonal relations, with special emphasis on the effects of white racism on minority groups.

5. Decision theory and systems analysis, especially as they are related to modifying the power structure.

6. The forces producing rapid changes in society, and the effect of "future shock" on society.

7. Group processes that are related to learning of both academic skills and interpersonal relationships.

B. Skills

1. Sensitivity to and recognition of needs as expressed in words and behavior, and ability to conceptualize those needs in relation to appropriate theories and systems.

2. Ability to help learners and others to identify their own needs and goals and to plan and carry out appropriate action to satisfy those needs and attain those goals.

3. Ability to work with groups (of learners, learning developers, parents, and others) in such ways as to assist the groups and the individual members to become increasingly aware of their own resources, of effective communication, and of the dynamics of change.

4. Ability to transmit to others in the learning community his/her own knowledge and skills in sensing and analyzing needs, improving communication and in facilitating change.

5. Ability to help create an atmosphere of collaboration, of flexibility, of change, and to stimulate others, in and out of the school, to participate actively in the total educative enterprise.

VI. Recruitment, Selection, Training and Certification

The identification, preparation and certification of the LDC is the shared responsibility of the school, community, the education profession, and institutions of higher education, working as consortia.

VII. Evaluation

The total evaluation of the learning development model visualized in this document relates back to, first, the deficiencies of the present system, second, to the learner's needs and goals and the basic principles of the learning process. Essentially, this model must demonstrate that it is effective in correcting the weaknesses in the present practices, that it is effective in meeting the needs of the learner, and that it implements to a high degree the principles on which the model is based.

How do you feel about this new model for Pupil Personnel Services? Write *Impact* and let us know your feelings, ideas and reactions. Also, feel free to react to the reactions.

Reactions to the model

Leo Goldman
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City University of New York
New York, New York

As a participant in the Lake Wilderness Conference, I still find it difficult to believe that we accomplished what we did. The Conference Report calls for a truly radical change in the nature and the delivery of pupil personnel services, indeed a radical change in the entire educational enterprise. I marvel that thirty-two people from around the country—many of them strangers to each other—could in one week work through some major differences and finally emerge with a vision to which all could subscribe. It might have been just a little less remarkable if the group had consisted only of guidance specialists, but it was much broader than that and included teachers, administrators, curriculum specialists, and psychologists, from small towns and large cities, from the ghetto and from suburbia, ranging in age from the early 20's to the 50's, and including blacks, native Americans, chicanos, and whites.

Before commenting on the report itself, I would like to offer at least my own perceptions of the origins and role of this conference. Dr. McGreevy and his staff selected the participants and made all the arrangements for the meeting. But when the group convened on June 12, 1971, we were essentially free to decide how we wanted to use our time together. There was the usual groping and fumbling, but by the middle of the week we decided to aim at the preparation of a statement which would represent our common thinking about the ways in which pupil personnel services could best contribute toward the development of children and youth. And, somehow, we were able to work out the details, partly in subgroups, partly all together, later designating representatives of the subgroups to comprise a writing committee, and, by the evening of the seventh day, approving the rough drafts of their separate parts of the total statement. We returned to our homes in all parts of the country on the next day, after having assigned to a three-member editing committee the responsibility for preparing the version which is now being distributed throughout the country.

The conference had outstanding support, but it should be noted that the statement represents the position of the conference as such, and not necessarily that of Dr. McGreevy or the U.S.O.E.

What is most significant in the statement? First, it faces up to some realities that we have been skirting for years: that guidance and the pupil personnel services in practice have never realized what theorists and textbooks have preached. There is a vast gap between the theories on the one hand and the practices on the other. There is a vast gap between what counselors are trained to do in graduate schools and what they actually do on the job. Developmental guidance is much written about and lectured about, but rarely practiced.

Another major point of significance in the statement is that it departs clearly from the clinical model of pupil personnel services and calls instead for the LDC to function as a major participant in the total learning environment. Certainly some students will need therapeutic and other specialized services of various kinds—vocational, financial, family, and so on. The LDC will seek appropriate help for them, whether inside or outside of the school, but will keep his/her eyes primarily on the broader picture and will not become overwhelmed by a relatively small number of individual "problem cases."

The statement focuses on *coordinated* efforts and perhaps for the first time in a role definition does not list individual (or group) counseling as the major function—at least for the generalist PPS worker. Coordinated PPS programs have been tried in different forms, but the conference participants agreed that for the most part the specialists were not coordinating their efforts very effectively. The conference solution was to make the PPS worker a generalist, a coordinator, a facilitator. In doing so, we drew upon some of the IRCOPPS experiences and other experimental projects.

There are many other features worthy of mention, but space permits only a listing: the fact that the learner is viewed as an active participant in the functioning of the entire educational enterprise; that the success of this kind of plan probably demands that learning units be relatively small, so that learners, teachers, and all others can have a truly first-hand relationship with each other; that certification be based on competencies rather than courses.

I believe that this statement incorporates many of the good ideas and desirable trends of recent years—the activist role, the acceptance by schools of the responsibility to contribute toward necessary social change, the importance of adapting PPS programs to local needs and resources, and others. However, I must say in all candor that the LDC model is not in my mind necessarily the only model, nor even the best. It was the best that this group of people could develop together, and it did receive their enthusiastic endorsement. Another group could work together and develop another model, with different kinds of emphases and different features, and I might find that I could support that one with equal enthusiasm.

I say this because I see some real limits in this model; it demands a set of attitudes, readinesses, and other conditions that probably very few schools and communities possess at present. But I do believe that it is an idea whose time has come, at least for a number of vanguard communities around the country. With proper evaluation of those first programs, we will be in a better position to judge whether the model can be generalized to many schools and communities or whether it demands so much of the staff and the learners and the entire community as to be limited in its applications. Personally, I hope that we can give it a try.

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As a participant in the Lake Wilderness Workshop, I contributed to the development of the model. I would concur that there are weaknesses in current practices; these deficiencies are of sufficient magnitude to require modifications of old practices. However, the report or model developed at Lake Wilderness might be more acceptable if it began on a more positive note, i.e., described some of the PPS successes. I also have mixed feelings about the title of counselor being changed to Learning Development Consultant. An argument for the change would include the need for a different role for the counselor. Arguments against changing the title might arise from the 170,000 practicing counselors who would be concerned as to where the change would place them in the scheme of things.

How do new roles described differ from the roles assumed by current practitioners?

1. The new model calls for the facilitator to be a *generalist*. Insofar as the new generalist can 1) perform the key duties of a school counselor, school psychologist, and school social worker and 2) avoid the current duplication of services, competition among specialists which often results in the segmenting of the child, and the frequent failure of any of these specialists to be accountable. I support the concept of a generalist.

2. The proposed model focuses all of the community's resources on the total development of the learner (pupil). I approve of the proposal to involve actively the entire community in the development and growth of every individual in the community. This emphasis might help to reverse the trends of parents turning over the total educational process to the school.

3. One of my fervent hopes is to see the Learning Development Consultant utilize his expertise to *prevent problem development and promote growth* in the learner through *focusing on the developmental needs of the learner* (anticipate problem areas before they develop) and intervene to prevent the problem. Heretofore, too much of the pupil personnel worker's time has been spent "putting out brush fires." In other words, he is too much remediation-oriented and not enough prevention-oriented. I view remediation as a short-sighted approach to the helping services since it is only minimally effective and costly in terms of both suffering and money.

4. The proposed model advocates an activist role for the Learning Development Consultant, a role that takes him into the community to locate sources of problems and to be in a position to bring the power structure to move toward removing the sources (manipulate the environment and function as a social engineer). In too many instances, current pupil personnel services workers are school bound in their focus rather than community based.

5. Emphasis on improving interpersonal relationships, especially as it applies to minority-majority group differences, is indicative of the kind and level of commitment called for in the new pupil personnel services workers. The new role has no room in it for the timid and the "play it safe" attitude.

How does the proposed model differ from current models in its structure?

The primary difference in the proposed model seems to be in the composition of the Advisory Council. It, unlike current boards of education, includes the learner and the learner developers (teachers, and support staff). This should remove some of the politics from advisory boards and raise their professional competency. It also provides the learner a voice in developing his curriculum.

Another important feature in the structure is the focus on the learner and the clear lines of responsibility and accountability of each person or group as he/it relates to the learner.

How does the proposed model differ in recruitment, selection, training, and certifying from current models?

At least three significantly different features are involved in the proposed model. First, the model calls for competency based criteria for certifying with performance based criteria reflected in the training. Because of this new emphasis, a much broader base is provided for recruitment and selection. Experience and performance could replace the restrictive formal education requirements.

Second, the proposed model recognizes the need to select people from certain ethnic, social, etc., backgrounds to assist those from similar backgrounds. Third, the model advocates that university based personnel share the responsibility for training with the potential employers of the trainees. Likewise, certification is to be considered an ongoing process, shared by university based personnel, peers, community and state agencies.

A conceivable radical departure in the proposed model from current practices is the removal of degree requirements for certification.

How does the proposed model differ in its self-evaluation or monitoring procedures over current models?

Most current PPS approaches and counselor training programs are evaluated or monitored only minimally by accrediting agencies. The proposed model calls for a joint evaluation effort by the sending, holding, and receiving subsystems of society which would include the student, parents, community, and trainers. The proposed model includes evaluating training programs as well as the results they produce. We must demonstrate that

PPS makes a difference.

In conclusion, I would view the model as *a* model—one of many similar models which might have been developed. It points to a team approach with the emphasis on prevention of problems which PPS *must achieve, and quickly,* to survive. I believe the model is *incomplete,* however, because it does not include a proposal or guidelines for implementation nor does it deal with the manner in which re-training will be conducted for current trainers and practitioners. Together with the "EPDA Pupil Personnel Services Program Design" (September, 1970) developed by the Office of Education, Division of College Programs, Teacher Development Branch, the model would give sufficient direction for developing feasibility or pilot studies, which, hopefully, would be financed primarily by the U.S. Office of Education.

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One of the significant outcomes of this conference was the consensus regarding the refocusing and extension of the skills to be developed as part of the learning process. Without deemphasizing the importance of knowledge and skill based in the "three R's," we felt that skills in communication and decision making were of equal importance for coping with today's changing world.

I feel that the proposed model has these strengths:

—It includes all the appropriate stakeholders in interaction and decision making. It takes into account the assessment of learner needs and the facilitation and evaluation of the learning process.

—It focuses on learning as a developmental and on-going process which is life long and not exclusive to the school setting. It is important that the school be aware of and responsive to the learning which is occurring in the families and various communities of which the student learner is a part. The school cannot operate as if it is an isolated environment.

—It expands and reemphasizes the concept of a humanistic and interactive teacher. The ideal learning developer in this model would not say, "I am hired to teach mathematics, not to be an activist within the community," when referring to a learner.

—It introduces a new professional, the learning development consultant, who is trained to enhance the aforementioned communication and interaction process if it does exist or to help create it if it's non-existent. Currently his role is most closely approximated by the Coordinator of Pupil Personnel Services or the counselor or social worker in a small school.

—It maximizes the utilization of available resources and minimizes the duplication of services by encouraging significant linkage between the school and community.

—It provides that the LDC, as a generalist, and other specialists as may be needed in a given situation, will be trained, certified, hired, and evaluated on the basis of their competencies to meet established performance criteria.

—It may be unrealistic in that it may necessitate attitude changes by most participants in the learning process for the total model to become functional. Shared decision making and a team approach to learning development and problem solving require maximizing individual flexibility, commitment, responsibility and desire for change while minimizing individual needs for power and control.

—It creates in the LDC a kind of super professional who we may be unable to produce.

—It is ambiguous in some areas which were not fully developed; e.g. specialist roles and training, selection and certification criteria.

—It could force the learner to compartmentalize his concerns if all the support personnel had highly specialized roles.

Fully functioning programs of pupil personnel services in operation today will have many parallels to the proposed model. The philosophic base, modus operandi, focus on the learner, and evaluation of outcome are very similar. However, there is limited evidence of significant numbers of such programs.

The model is an attempt to think futuristically. New names were given to the prime facilitators in the learning process in part to avoid the trap of reevaluating traditional roles per se. It is an attempt to build a model based on assessment of learner needs and the process through which those needs can be met. Following the needs assessment, a determination is made regarding the professional competencies needed to meet those needs and personnel are hired. However, this is the beginning and not the end because evaluation of needs, outcomes, and competencies is an ongoing process.

The building of PPS programs has too often begun by bringing together professionals from various disciplines and then trying to decide how their various skills can be utilized. Each worker has his own "role" to protect; there is overlap of functioning, inadequate communication, limited team effort, and diminished focus on learner needs.

The proposed model is not a panacea. It was intended as a point of departure. It is worthy of discussion and consideration and should be widely disseminated. It should be considered in consortia across the country with representation of all stakeholders in the educative process. Perhaps through critical examination of this and other models, and through critical self-evaluation, there will evolve a model for learning development and facilitation which will better prepare the learners of today for the world of tomorrow.

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As coordinator of Pupil Personnel Services for the Rochester, N.Y. school system in 1965, I worked within a model similar to the one developed by the National Conference of Pupil Personnel Services held at Lake Wilderness, Washington. The Rochester program was in operation for about six years, at the elementary level. During that time we discovered problem areas which need to be considered by those interested in using the Lake Wilderness model. Following is a discussion of some of these issues.

1. Although people can be recruited from various disciplines to serve in the LDC role, they need to be given a professional reference group as a security base. They also need continued community support to counteract the militant attacks by the professional interest groups. Titles are important. The term *generalist* proved to be a red flag for those professionals whose self concept demanded that the profession for which they trained remain statusful. It is a draw whether guidance counselors, psychologists, or social workers are most threatened and reactionary. It is important that people be selected for tasks based upon their skill, personality, and interest. In Rochester we found that 80 percent of the tasks could be done by all three disciplines. The remainder required help from outside consultants.

2. Some of the skills needed in the role are not generally found in people being currently trained. Few know how to supervise others or serve in a consulting role. Skill in doing a job analysis to discover ways tasks could be reassigned to volunteers, paraprofessionals, etc. also need development.

Group work skills remain primitive or where developed are specifically designed. The spectrum ought to run from group process in social action, through activity groups, to group counseling. Although many people have theoretical training in social psychological systems, few are literate in the political tactics or pressure group ploys with which they will need to cope. Few also have taken the time to evaluate the applicability of counseling techniques in social action pressure situations.

3. It is clearly apparent that the LDC's ability to act as a change agent is directly proportional to the distance between him and the group he wishes to affect. Itinerant consultants, based anywhere except as part of the group needing help, are limited in their ability to produce change.

Being a change agent is threatening. Research has demonstrated that it is more effective to train a team which returns together to their institution, than it is to have people individually attempt to modify the entire group.

4. Although the selection criteria are all good, one significant criterion was overlooked. The compatibility of team members with each other is even more critical than their professional skill.

5. No new plan can hope to succeed if it ignores the trade union aspects of current teacher groups who negotiate for their membership. When it is a question of needed pupil personnel services vs. reduction of class size, the financial implications for the budget are usually resolved by the muscle available for the negotiating group. Teachers will always outnumber others and until they discover how helpful the new LDC can be, change is impeded.

6. The pilot project approach to change does not work. It succeeds with those involved and tends to build up resistance in others. It seems clear that a sense of involvement in something which one can feel is unique makes for motivation. Acceptance of a new and different idea demands either that one must feel unable to continue the status quo and must consider change, or the change itself offers meaningful rewards. Any serious attempt to introduce the LDC model needs to give serious thought to the carrot and stick approach. Community pressure groups, political action, and other means of forcing change must be considered. At the same time those who cooperate with the new model must receive meaningful and consistent positive reinforcement.

7. One of the most meaningful concepts of the proposed model is one which will also cause the most difficulty since it reflects a basic schism in our society. Starting with the Office of Economic Opportunity policy of "maximum feasible participation" of all those affected by an institution, society has been forced to reexamine its own honesty in professing democratic concepts. Professional texts are still being written listing all the criteria a client must accept before help will be offered. Not many professionals really wish to serve in a helping role where their clients have a meaningful say in determining the help desired and the way it will be delivered. Training institutions designed to develop LDC's will need to examine closely the professional image they are developing in their trainees.

8. Recognition of many routes for training will become feasible only when valid and reliable techniques are developed to assess competence. Reliance on paper and pencil techniques for evaluation must diminish as approaches using work samples involving critical incidents are developed.

Because of space limitation it is not possible to discuss the need for LDC's to be risk takers in the area of social action, the need for LDC's to be knowledgeable about a wide range of teaching-learner models and associated technologies, the dangers of the LDC's attempt to deal with all of society's problems through the school setting, or some of the educational problems so ably discussed in "Future Shock" by Toffler.

underground soundings

> Work furlough programs operate as an extension of a city or, perhaps more likely, county jail systems, and permit the inmate to work each day, while serving his jail term. The money he earns is divided between the county (for room and board), his family, and a personal savings account. This program, operational in San Francisco since 1968, has recently run into a snag.
>
> Women prisoners in the San Francisco County Jail at San Bruno have filed suit in Federal District Court, charging that county officials are denying them participation in the county's work furlough program solely on account of their sex . . . The suit . . . alleges that only male prisoners are allowed to participate in the work furlough program . . .
>
> Mr. Deputy Work Furlough Administrator Takiguchi claims that the program is closed to women in San Francisco because there are no housing facilities for them to return to at night. The male inmates on work furlough do not sleep at the jail but in a separate corrections residential facility. The attorneys for the women prisoners point out, however, that in many counties with the same program, inmates simply return to the jail after work.

October 29, 1971, p.9
The Berkeley Tribe
P.O. Box 9043
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Sounds to us like a healthy program, allowing prisoners to work at a job during their jail terms. Doesn't that put the idea of rehabilitation into practice and, simultaneously, increase one's self-esteem? Yet, it does seem a rather lopsided application to be allowing only men to participate in the program at San Bruno. (Ponder the *Tribe's* last statement again, if you disagree. Why couldn't the women return to the jail after work, as in other counties?)

And while we're on the subject of discrimination against women, have you ever thought of rape as sexual discrimination against women? (Well, have you ever heard of a man being raped?) Excerpted below are some salient points that surfaced in a conference on rape, sponsored by the Radical Feminists in April, 1971, in New York.

> Women are often made to feel as if they are guilty of having been raped. A woman who reports being raped to the police is often asked if she "didn't encourage it just a little." To rationalize their own crimes against women, men—including judges, police, fathers, lawyers and psychiatrists, say or imply that women and female children "give out unconscious signals" and "really want" to be raped or used sexually. This was denounced as an outright fiction.
>
> —Two outstanding characteristics of children who had been sexually molested, Rush (Florence Rush, a social worker) found, were (1) secrecy from others, and (2) repression of the experience: both linked to an inflicted sense of shame.
>
> —Laws reinforce secrecy and a sense of shame. No other felony, said Garnett, (Eddie Garnett, NYU law student) must be proved by the testimony of another person in addition to the victim. She said the law is based on the "folklore" prevalent in all legal writing that women want to punish men or are fantasizing about having been raped.
>
> —The extent to which men have put the blame for rape on women, Rush said, extends to studies in which psychologists and sociologists often blame the mother when the father has molested the child. In one study, it was her fault because she had denied sex relations to the father; in another, she secretly and vicariously enjoyed her daughter's relations with the father.

September, 1971, p.6
The Radical Therapist

Hillsdale, NY 12529

We're not pushing for a rush to the Women's Liberation Movement or anything similar. That's an individual decision. But, consider, too, the dilemma of Lorena Jeanne Tinker in "mothers are sisters also."

> My three daughters, aged 16, 18, and 22, are deeply immersed in Woman's Liberation. They not only attend meetings, and read most of the literature, but they help organize, even international meetings, such as the one in Mexico during the summer of 1970. They gave me Firestone's "Dialectics of Sex" for my 49th birthday in December, 1970, and Millet's "Sexual Politics" for Christmas, along with various paperback books of readings . . . the dilemma is: how do women, who have discovered deep meaning in heterosexual human relations with men whom they deeply love. receive acceptance by their daughters in Women's Liberation? . . . The dilemma I face with my daughter is not nearly so difficult, but is related to the dilemma that I face with my husband and my sons: how do I continue to become a liberated woman and still maintain a loving relationship with these men in my life?

In the course of listing several interrelated means of dealing with her questions, Lorena makes a statement that seems particularly apt.

> I am deeply involved in the human liberation movement. And this includes both the male and female human beings whom I love very deeply.

Isn't she stating a beautiful and human postulate: The whole is equal to the sum of its parts? The human movement is composed of a host of more restrictive movements—Gay Liberation, Women's Liberation, Radical Lesbians, Viet Nam Veterans Against the War (VVAW) and so on. At the minimum, she seems to be calling her family to "get it together."

By the same token, what do you think about a movement for cooperative (as opposed to our standardized competitive) education? That is, would you favor a classroom situation that was supportive of the individual's wants and needs, as opposed to a classroom situation that, more or less, dictates when certain topics will be studied and to what extent? Take a moment to reflect on an arrangement made in an elementary classroom in a school in Brooklyn, New York. Believing that today's schools place a higher value on to curriculum than on the individual, Eugene Aptekar, the teacher, saw a real need in his second grade class.

> What's needed, then, is a classroom that is supportive. Supportive of the individual little person's wants, needs, wishes, and interests. Supportive in terms of not being a threatening—have to perform—environment. Supportive in that it will stimulate and back up creativity on any level that it appears. Supportive in that it offers the little people a structure that is meaningful and understandable.

Remembering an ancient oriental proverb his wife had mentioned, "I hear and I forget, I see and I remember, I do and I understand," Eugene was determined that

> . . . the little people in my class would be "doing" as much as is possible. Coupling that to the unquestionable fact that individualism is the best approach to learning and to a deep conviction that emotional stability and growth is a prerequisite for any learning, and a good deal of help for my wife, and support from my principal I was able to put together a program that was alive and in touch with the children. . . . I decided that I would divide the room into activity areas—a library, a math section, a science area, a place for woodworking, a place for arts and crafts, a place for just kids, and a place for group meetings. I wanted each and every section to be cut off from the others.

In the meantime, Eugene was spending classroom time in preparing the children for the transition from a traditional classroom to the "supportive" classroom. And it seemed that one idea was central to the orderly functioning of the new classroom environment.

The key to the orderly functioning of the room was an idea furnished by my wife—an activities chart. It was just a piece of cardboard with cup hooks screwed into it. On the top part there were 22 hooks in two rows. On these hooks were key tags, one for each child in the class. Under this was the various sections with a few hooks—Library: 6 hooks, Math: 4 hooks, Just Kids (no grown-ups allowed): 3 hooks, Phonograph: 2 hooks (record player only had two sets of earphones), or Just Rapping: 2 hooks (little people just want to talk to each other at times, why not let them).

So when a student decided where he wanted to go, he put his tag on the hooks provided, as long as it was free. All the kids made contracts in reading and math, and the contracts depended on what skills the kids had, what skills they needed practice in, and what skills they needed to learn.

The kids had one week to do their "contracts" in. And those kids that didn't do their work were telling me something that they couldn't verbalize—maybe the work was too hard or too easy, maybe the kid was having problems at home—or in the class—there was always a reason. And when the reason was dealt with, the kid always went back to doing his work.

Spring, 1971, p.4
Outside the Net
P.O. Box 184
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Oh, there's more to what took place in this supportive classroom, but the thesis has been covered and that's, *at the very least*, provocative!

In conclusion, it seems fitting that we should learn a few facts about the effects of the underground press. (Incidentally, this information comes from a monthly report published by National Media Analysis, Inc. whose task is to read and report to different groups, e.g., the government, on what the underground is dealing with.

(a) Circulation of underground papers is concentrated in major metropolitan areas and around college campuses, but not restricted to such areas; (b) There is an overlap in readership between official college newspapers and the undergrounds, but the overlap appears to be shrinking in favor of the undergrounds; (c) The underground press has influenced the conventional media in its attitude toward the society and in the issues and events covered; (d) Within such topical areas as the Viet Nam War, ecology, rock music, and sexual attitudes, the underground press has often been the major "tastemaker" or "issue maker;" and (e) Underground press impact on the society is expected to be manifested in the appearance of numerous additional underground papers in areas where there have been few in the past, as well as in circulation increases in existing newspapers.

September 10, 1971, p.5
BT

In retrospect, we now have the task of deciding what, from this potpourri, gives meaning to us as counselors and personnel workers? Is there anything here that really speaks to us and, if so, in what ways does it speak?

We can recognize the discrimination in not allowing women prisoners at San Bruno to participate in the work furlough program and even the explicit and implicit sexual and legal discriminations in rape. But—do we recognize the everyday discriminations that happen about us: The job typing by sex? The unequal pay for equal work done by men and by women? The ways in which we act toward secretaries and janitors, and other people who somehow aren't as "professional" as we are? The people who serve us our meals when we eat out? Those who wait on us in stores? The gas station attendants? And on, *ad infinitum*. We all can admit that discrimination happens "out there" when we hear about it or read about it, or see it on TV, or in a film. But, do we look for discrimination in our personal worlds? How readily do we admit that we *do* discriminate in interpersonal relations with friends and acquaintances? (Have you taken the "Woman in Flux" survey on sex role attitudes, appearing in this issue?) How many of us will take the next step: To *actively* deal with our discriminations and with the others they necessarily involve? Perhaps one phase of our job in counseling and personnel services is helping to smooth out the rough edges of our own and our clients' discriminations. How? By searching for the causes and reasons for our discriminations and for how we rationalize them.

The supportive classroom discussed seems to offer a practical alternative for teaching—and runs closer to meeting individuals' needs and paces than our present system. If children can learn better and more comfortably in a supportive atmosphere than in a traditional one, is it reasonable to "discriminate" against the introduction of this alternative?

Till next issue, peace indeed.

Iowans Opt for Impact

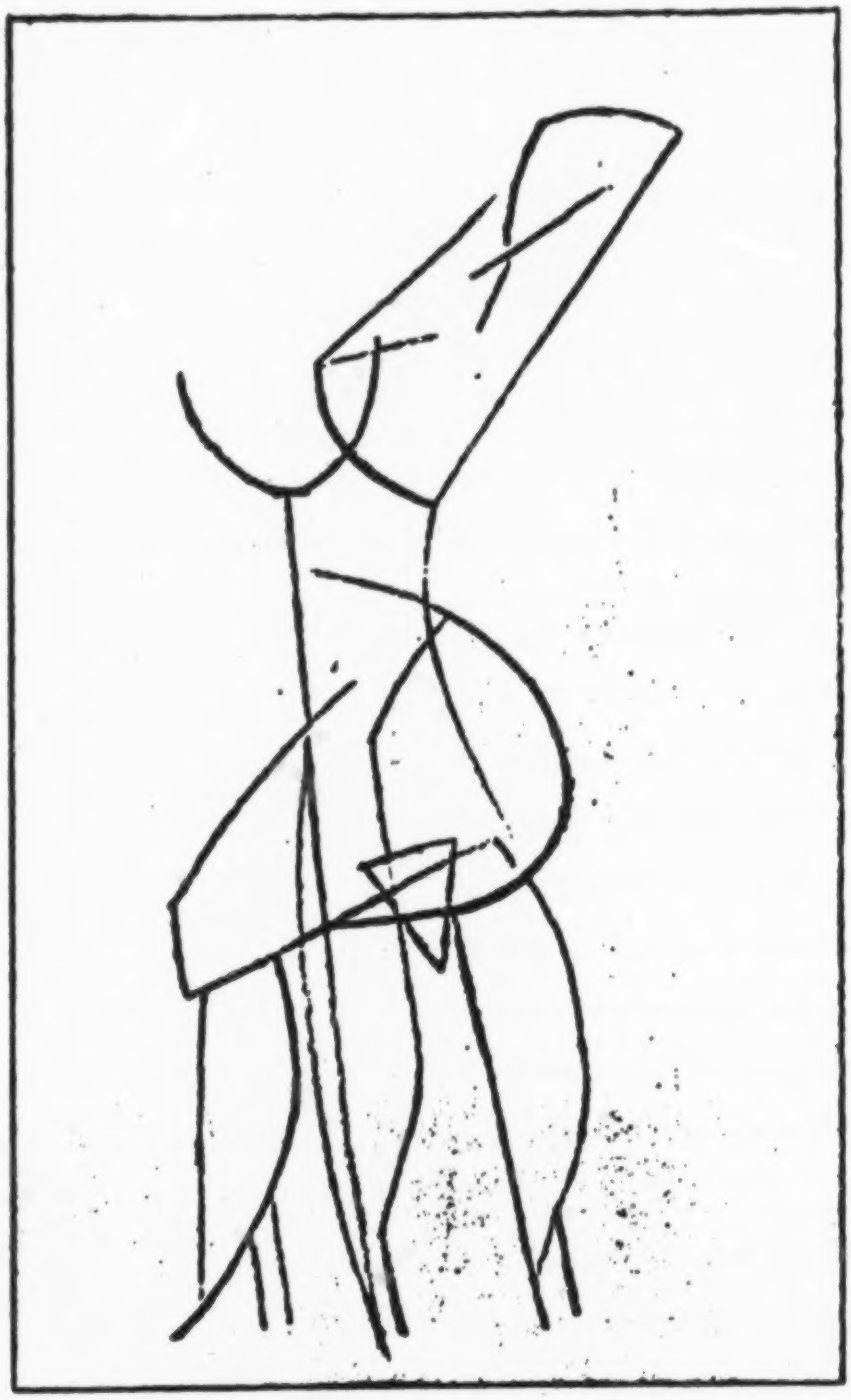
When *Impact* received a multiple order for 19 subscriptions, we felt we had to investigate the sort of motivation which prompted such a response to our first issue! We called Mrs. Ione Baal, Supervisor of Guidance for the Des Moines, Iowa public schools, and asked her some rather pointed questions. We think Mrs. Baal's responses echo thoughts of counselors around the country, and with that in mind, we would like to share some of her observations with you.

Des Moines has 18 schools, and like virtually all communities, is feeling an economic press. Counselors, in particular, have come in for close scrutiny, and are having their value to the educational process seriously examined. No new hiring has taken place this school year, and those counselors still in the schools are crying for "up-to-date" resources which will help them to stay current as well as indispensable to the educational system.

After reviewing and reevaluating the materials the schools were receiving, the counselors in Des Moines dropped a number of publications to which they had regularly subscribed. Some were getting too expensive, some were "too academic," most were not being seen by sufficient numbers of counselors to justify their continued expense. With the first issue of *Impact*, Mrs. Baal was really "sold"—here, she felt, was a publication that was "readable, enjoyable, full of practical recommendations," and, incidentally, conscionable in cost to the point where each school could have its own copy.

The concept of *Impact*, with its promise of real help to the practicing school counselor, is an idea which Mrs. Baal feels has been offered to a very "ripe market."

Woman in Flux...



Sketch by Henri Gaudier-Brzeska 1891–1915

A Self Survey Of Sex Role Attitudes

With the current interest in the changing role of the American woman, counselors are frequently confronted on their image of appropriate feminine behavior. Such confrontations are probably good, for the counselor working in the schools today is working with a female population quite different from that of past years: nine out of ten of the girls now in school will be part of the work force—most of them for the majority of their adult years.

The attitude survey presented here was developed by Patricia Englehart and was published as part of a package, *Women and the World of Work,* developed for counselors by the Minnesota State Department of Education and the Departments of Counseling and Student Personnel Psychology and Distributive Education at the University of Minnesota.

Impact thinks it will be useful to you to quantify some of your attitudes toward women. Furthermore, *Impact* would like to see what results readers obtain from this self-administered survey. Please—won't you send your score (anonymously, if you wish) on a postcard to Impact/Women, P.O. Box 635, Ann Arbor, Mich. 48107.

Impact will publish these results in a future issue to let you know what others think about the woman in flux.

Directions

The following survey attempts to investigate counselor attitudes toward women. It consists of 68 statements. You are to react to each statement, indicating degree of support or non-support. The scale and its interpretation is as follows:

(SD) **Strongly Disagree**—Indicates a concerned, strong, negative feeling about the statement.
(MD) **Mildly Disagree** —Indicates less concern, but a still negative feeling about the statement.
(EAD) **Equally Agree and Disagree** —Indicates an ambivalent feeling about the statement, to which you cannot give direction.
(MA) **Mildly Agree** —Indicates less concern, but a still positive feeling about the statement.
(SA) **Strongly Agree** —Indicates a concerned, strong, positive feeling about the statement.

Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them. Make only one choice per statement, using an X, and don't leave any blank.

		SD	MD	EAD	MA	SA
1. Nurturance and concern for others are equally important for men and women.	1.	( )	( )	( )	( )	( )
2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.	2.	( )	( )	( )	( )	( )
3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.	3.	( )	( )	( )	( )	( )
4. Any woman, married or single, should receive the same pay for a particular job as a man would.	4.	( )	( )	( )	( )	( )
5. A girl's college education is more often wasted than a boy's.	5.	( )	( )	( )	( )	( )
6. Women tend to respond emotionally, men by thinking.	6.	( )	( )	( )	( )	( )
7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for these professions, are beneficial recommendations.	7.	( )	( )	( )	( )	( )
8. Physical care of aging parents should more often be the daughter's responsibility.	8.	( )	( )	( )	( )	( )
9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their husbands.	9.	( )	( )	( )	( )	( )
10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service.	10.	( )	( )	( )	( )	( )
11. There should be a sex advantage to boys, other things being equal, on the granting of graduate fellowships.	11.	( )	( )	( )	( )	( )
12. Women with ability should feel a responsibility for using their talents for the betterment of mankind.	12.	( )	( )	( )	( )	( )
13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.	13.	( )	( )	( )	( )	( )
14. Men are meant to lead, and women, except in extreme circumstances, to follow.	14.	( )	( )	( )	( )	( )
15. A married woman with pre-school age children is justified in working simply because she wants to.	15.	( )	( )	( )	( )	( )
16. True love for her family and an active concern for mankind are inseparable for a married woman.	16.	( )	( )	( )	( )	( )
17. Many emotional and adjustment problems in children are primarily due to working mothers.	17.	( )	( )	( )	( )	( )
18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.	18.	( )	( )	( )	( )	( )
19. A woman should interrupt her college education to put her husband through school.	19.	( )	( )	( )	( )	( )
20. Choice of college is not as important for a girl as for a boy.	20.	( )	( )	( )	( )	( )
21. Many women have a responsibility to put their humanizing talents to work outside the home.	21.	( )	( )	( )	( )	( )
22. Marriage and children should take precedence over everything else in a married woman's life.	22.	( )	( )	( )	( )	( )
23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	23.	( )	( )	( )	( )	( )
24. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school age boys.	24.	( )	( )	( )	( )	( )
25. Women who work are taking jobs away from men.	25.	( )	( )	( )	( )	( )
26. As a general rule, women tend to minimize their abilities.	26.	( )	( )	( )	( )	( )
27. Courses in math and physics should be considered by more girls than are considering them today.	27.	( )	( )	( )	( )	( )
28. Most women tend to lose their femininity when they perform jobs usually executed by men.	28.	( )	( )	( )	( )	( )
29. The fact that her husband will have additional home responsibilities should not deter a married woman from working.	29.	( )	( )	( )	( )	( )
30. The emphasis on beauty and desirability tend to encourage a premature marriage concern among our teen-aged girls.	30.	( )	( )	( )	( )	( )
31. Mothers of children under three should not work either full or part time unless there is serious economic necessity for so doing.	31.	( )	( )	( )	( )	( )
32. A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system.	32.	( )	( )	( )	( )	( )
33. Going to college to get a husband can justifiably be the prime goal of a girl's college career.	33.	( )	( )	( )	( )	( )
34. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	34.	( )	( )	( )	( )	( )
35. Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	35.	( )	( )	( )	( )	( )
36. Women should decorate and enhance their homes and leave the larger world to men.	36.	( )	( )	( )	( )	( )
37. Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond.	37.	( )	( )	( )	( )	( )
38. We need more good child-care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.	38.	( )	( )	( )	( )	( )
39. A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.	39.	( )	( )	( )	( )	( )

		SD	MD	EAD	MA	SA
40. Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.	40.	( )	( )	( )	( )	( )
41. Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.	41.	( )	( )	( )	( )	( )
42. Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	42.	( )	( )	( )	( )	( )
43. A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.	43.	( )	( )	( )	( )	( )
44. A wife's opinion should have the same bearing upon important decisions for the family as her husband's.	44.	( )	( )	( )	( )	( )
45. Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother.	45.	( )	( )	( )	( )	( )
46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.	46.	( )	( )	( )	( )	( )
47. "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.	47.	( )	( )	( )	( )	( )
48. Marriage and children should be viewed as decidedly limiting factors in the career development of girls.	48.	( )	( )	( )	( )	( )
49. One of our greatest untapped resources of competent professionals, in many areas, is women.	49.	( )	( )	( )	( )	( )
50. Married women should not crave personal success, but instead be satisfied with their husbands' achievements.	50.	( )	( )	( )	( )	( )
51. A man should never be expected to do the dishes in other than emergency circumstances.	51.	( )	( )	( )	( )	( )
52. Women who graduate from college and work at least part time have children who are generally more independent.	52.	( )	( )	( )	( )	( )
53. School districts should refuse to hire married women as teachers.	53.	( )	( )	( )	( )	( )
54. Courses in the arts and romance languages should be considered by more boys than are considering them today.	54.	( )	( )	( )	( )	( )
55. Boys need to be educated so that they will be more cognizant of the broader role of today's women.	55.	( )	( )	( )	( )	( )
56. Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.	56.	( )	( )	( )	( )	( )
57. A man can establish a beneficial relationship with his child by greater participation in the child's physical care.	57.	( )	( )	( )	( )	( )
58. A stimulating, interesting, non-dependent type of wife can be an asset to a marriage.	58.	( )	( )	( )	( )	( )
59. More than one caretaker is likely to be confusing to a year old child.	59.	( )	( )	( )	( )	( )
60. The difficulties involved in women supervising men on jobs have been exaggerated.	60.	( )	( )	( )	( )	( )
61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.	61.	( )	( )	( )	( )	( )
62. Colleges would benefit by hiring more women staff members.	62.	( )	( )	( )	( )	( )
63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	63.	( )	( )	( )	( )	( )
64. Most men are happier if their wives are dependent and subservient.	64.	( )	( )	( )	( )	( )
65. Girls are overly protected in our culture.	65.	( )	( )	( )	( )	( )
66. Colleges and universities should continue to enforce the anti-nepotism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications.	66.	( )	( )	( )	( )	( )
67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.	67.	( )	( )	( )	( )	( )
68. A married woman with children at home should not become involved at the career level of work.	68.	( )	( )	( )	( )	( )

Scoring

Items numbered 1, 2, 4, 7, 10, 12, 13, 15, 16, 18, 21, 24, 26, 27, 29, 30, 32, 35, 38, 40, 41, 43, 44, 46, 49, 52, 54, 55, 57, 58, 60, 61, 62, and 65 are the items which indicate a favorable attitude toward the changing (emergent) role of woman and should be given the following number of points for each of the five possible choices.

(SD) Strongly disagree	(MD) Mildly disagree	(EAD) Equally agree and disagree	(MA) Mildly agree	(SA) Strongly agree
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.

Items numbered 3, 5, 6, 8, 9, 11, 14, 17, 19, 20, 22, 23, 25, 28, 31, 33, 34, 36, 37, 39, 42, 47, 48, 50, 51, 53, 56, 59, 63, 64, 66, 67, and 68 are the items which indicate an attitude supportive of the traditional role of woman and should be given the following number of points for each of the five possible choices.

(SD) Strongly disagree	(MD) Mildly disagree	(EAD) Equally agree and disagree	(MA) Mildly agree	(SA) Strongly agree
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.

Note that these items are scored backward.
The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely positive attitude toward more female participation in traditionally masculine areas and support for sexual equality. The lowest possible score is 68 and of course would indicate a strong preference for seeing women limit themselves to their traditional role and functions. Scores from 204 to 340 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.

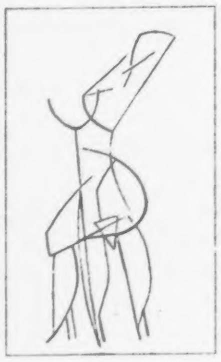
Editor's Note

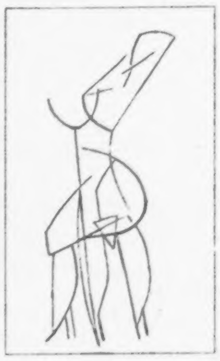
The instrument presented here might also be effective as a motivational device to use with groups of students. Differences in the opinions expressed by students can stimulate them to explore together their attitudes toward both masculine and feminine roles in our society.

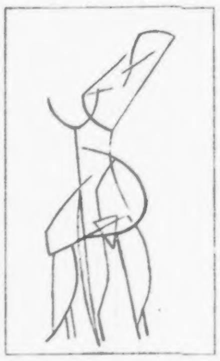
The research evidence to date suggests that counselors, despite their recognition of the fact that vocational choice and life style are intimately related, are less effective in vocational counseling with females then with males. While such findings clearly reflect the female tendency to accept traditional roles they might also reflect the counselor's reinforcement of his clients' limited view of the future.

The one girl out of twenty who will never marry will, no doubt, share with the male a full-time, long-term participation in the work force. So will many of the women who both marry and have children. Of the women presently employed, 60% work because they must—they are either single, divorced, widowed, or their husbands make less than $5,000 a year. It should be no surprise to counselors that one American family out of ten is headed by a woman and that over half of the married women who work have school age children. Despite both the present high participation of women in the work force and the predicted higher participation that America will see in the next twenty years, society generally, and adolescent girls specifically, evidence little real awareness of the tremendous changes taking place. For the most part, female participation in the work force is ignored as a social reality, and counselors and clients both view the male's vocational development and interests as being somewhat more significant than that of the female.

A second reality which no one seems to want to face, let alone do anything about, is that the female is (in reality as well as in stereotype) more dependent, less publicly creative, less overtly aggressive, and in terms of contributing to society—less productive than her male counterpart. While research on sex differences will support the hypothesis that innate sex differences in behavior exist, such research in no way accounts for the present gross differences which exist between adult males and females. Society's expectations for females function as a "self-fulfilling prophecy" and what society says it wants is what it gets. Clearly both males and females have vested interests in the traditional stereotypes, but the impact of technology is rapidly undermining the rewards inherent in the traditional sex roles.







Letter to a Young Poet

The girl and the woman, in their new, their own unfolding, will but in passing be imitators of masculine ways, good and bad, and repeaters of masculine professions. After the uncertainty of such transitions it will become apparent that women were only going through the profusion and the vicissitude of those (often ridiculous) disguises in order to cleanse their own most characteristic nature of the distorting influences of the other sex. Women, in whom life lingers and dwells more immediately, more fruitfully and more confidently, must surely have become fundamentally riper people, more human people, than easygoing man, who is not pulled down below the surface of life by the weight of any fruit of his body, and who, presumptuous and hasty, undervalues what he thinks he loves. This humanity of woman, borne its full time in suffering and humiliation, will come to light when she will have stripped off the conventions of mere femininity in the mutations of her outward status, and those men who do not yet feel it approaching today will be surprised and struck by it. Some day (and for this, particularly in the northern countries, reliable signs are already speaking and shining), some day there will be girls and women whose name will no longer signify merely an opposite of the masculine, but something in itself, something that makes one think, not of any complement and limit, but only of life and existence: the feminine human being.

Rainer Maria Rilke
May 14, 1904
From **Letters to a Young Poet**, rev. ed.
Translated by M. D. Herter Norton
New York: W. W. Norton and Co., Inc.
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feedfore

Introducing the Members of Impact's Futurist Advisory Council

Ralph C. Bedell
University of Missouri at Columbia
6 Hill Hall
Columbia, Mo. 66201

Dr. Bedell is Professor of Education and Director of National Education Studies at the University of Missouri at Columbia. He is also Director of Research in Federal Relations in Education and in Counseling and Personnel Services.

Wilbur J. Cohen
School of Education
University of Michigan
Ann Arbor, Mich. 48104

Dr. Cohen is Dean of the School of Education, Professor of Education, and Co-chairman of the Institute of Gerontology at The University of Michigan. He served as the Secretary of Health, Education and Welfare in 1968 and 1969.

Roger Heyns
One DuPont Circle
Washington, D.C. 20036

Dr. Heyns is President of the American Council on Education. He is a former Chancellor of the University of California at Berkeley and recently served as Professor of Education and Psychology at The University of Michigan.

Edward Joseph Shoben, Jr.
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Olympia, Wash. 98501

Dr. Shoben is Executive Vice President of The Evergreen State College and President of the American Psychology and Law Society.

Seymour L. Wolfbein
School of Business Administration
Temple University
Philadelphia, Pa. 19122

Dr. Wolfbein is Dean of the School of Business Administration, Temple University. He serves as Chairman of the Regional Manpower Advisory Committee.

C. Gilbert Wrenn
2967 Country Club Way
Tempe, Arizona 85281

Dr. Wrenn is a Visiting Professor at Arizona State University. He was a Distinguished Professor at Macalester College and is a past president of the American College Personnel Association and the National Vocational Guidance Association. He is a former editor of the **Journal of Counseling Psychology.**

The purpose of Feedfore is to provide a concise expression of development identifiable in current research and legislation as well as in emergent social and economic trends that affect counselors and counseling. Through conversation with the regular members of **Impact's Futurist Advisory Council**, *introduced above, as well as with a diverse representation of persons involved in education and related areas,* Feedfore *has identified several issues of current and future interest to the counseling profession.*

1. The demand for "institutional humanization" calls for greater counselor involvement in "environmental counseling."

Increasingly there is the complaint that persons functioning within an institutional organization lose their sense of "personhood" and become mere extensions of the institution. There seems to be an emphasis on changing people to fit into their environments rather than seeking to modify the environment to meet the needs of those functioning within that environment. Counselors are in a position to help shift this emphasis through an "interactive process" with the institutional administration—through their observations not only of those functioning within those organizational environments but the environment itself and the way in which it acts upon the individual. Counselors must make administrators aware of their observations to encourage administrative decisions compatible with the legitimate needs of those functioning within that institution, and by so doing, help the individual to function more effectively within the organizational environment.

2. New emphases on "total development" stress the role of the counselor as a "facilitator of development."

With a continued decline in the stress placed on the unit or course method of college education and the concomitant rise in the interest of personal growth and development, the relationship of the counselor to the learning experience will become more intimate. As learning moves from the static classroom into more group oriented types of settings, the counselor will be called upon, more and more, to act as a "facilitator of development." Counselors, themselves, will serve as educators to those who need to develop their own capacities for working with people in settings more open than the traditional classroom.

3. The need to be "contemporary" makes it imperative for today's counselor to become involved in the world of the student beyond the classroom.

Social change fills the air and demands a hearing. No longer can counselors "treat" clients from the limited vantage point of an isolation booth. They must "rejoin the academy" in the sense that, in order to work with the total human being, they must function in the cultural milieu of their students. They need to see them not only as students in a specific educational environment but as children in a family constellation, as members of a sociocultural group, as dwellers in a specific neighborhood. If the counselor is to make himself indispensable in helping students, teachers, and the school itself, then he must know the youngster as more than a member of the school community.

4. Sharp curtailing of financial support is creating an "unnatural surplus" of counselors at a time when the need for their service is great.

The "relationship of supply and demand to educational input" is seriously out of balance due to economic setbacks at virtually all levels of government. It appears that while increasing social problems are calling for more, not fewer, qualified guidance personnel, decreasing levels of employment are creating pools of trained, under utilized personnel. Are we "producing" too many Ph.D.'s for the current levels of employment? Can future manpower requirements be more adequately forecast? Guidance personnel must seek ways in which to make themselves sufficiently indispensable to the public to warrant their renewed confidence. If counselors cannot make their roles meaningful to students, teachers, and schools, then they will not be considered crucial to good educational programs.

5. "Archaic" programs of counselor education must be updated to meet the needs of today's counselors.

Much dissatisfaction exists over present modes of accreditation as well as over programs which are no longer seen as meeting present needs. The challenges of social change coupled with the need for a revitalized conceptualization of the counselor role demand that counselor training be taken, in large measure, out of the classroom and moved "to the field." Counselor trainees need to be sensitized to the cultural milieu in which their potential clients function; they cannot become fully sensitized in a traditional learning setting. Counselors of tomorrow must be more concerned in working not only with the students in the school but also with his teachers and family. There will be increasing need for cooperative efforts with teachers in two areas: helping them personally by counseling them as individuals and helping them professionally through consultation efforts to enable them to work better with their students.

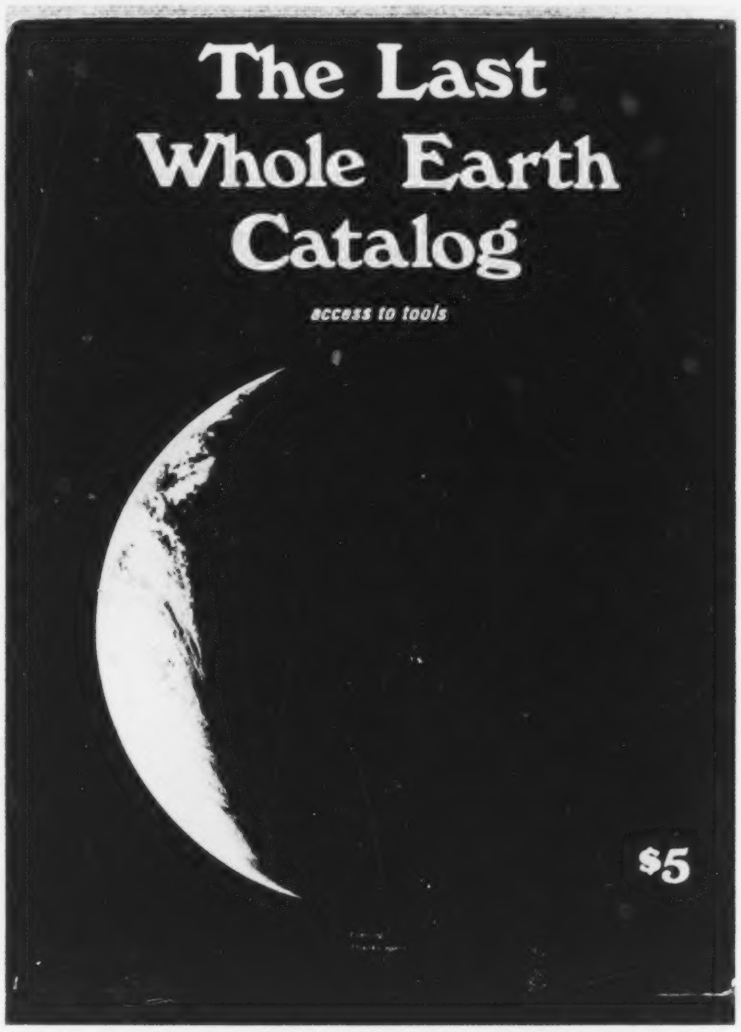
6. "Political viability" has focused federal attention on the need for clarified and comprehensive manpower legislation and programs.

The new emphases on not-so-new problems has forced Congress to look hard at the myriad programs currently on the books, many of them overlapping.

Two major new Department of Labor bills on which hearings are now being held are designed to provide financial assistance to state and local governments for: (1) operation of manpower programs, (2) programs to employ public service workers, (3) programs designed for special population groups, and (4) programs to sponsor research and development, training and technical assistance. The Conference on Higher Education, held early this year, was designed specifically to strengthen programs of career counseling at the elementary levels. Coupled with the most recent Office of Education models for career guidance models (school-based, home-based, community-based) these proposed programs will assuredly have implications for the future of vocational counseling, suggesting, in part, the above expressed need for greater numbers of counselors rather than fewer.

reviews

The Last Whole Earth Catalog. *450 pp. Published by the Portola Institute/Random House; 558 Santa Cruz Ave., Menlo Park, Calif. 94025. Price: $5.00. 1971 edition.*



What does *The Last Whole Earth Catalog,* the final edition of an ongoing series of such catalogs, have to do with guidance counselors and their work? Nothing or everything, depending on your conception of what constitutes good guidance counseling.

If you're only interested in helping your clients adjust their needs, interests, and aptitudes to the opportunities and demands of the dominant socioeconomic life style of America, typified by obedient labor in the service of and dependable consumption of the products and ideologies of the military-industrial-educational corporate complex (whew!), forget it. *The Catalog* may appear either interesting or subversive to you (or both), but it will surely be irrelevant or even counterproductive to your day's work. If, however, you're concerned with increasing your clients' (and your own) awareness of alternative life styles, within and without "the System," and expanding their, and your, pragmatic capacities for creating such alternatives in their, and your, life—*The Catalog* is an indispensable reference tool that will probably be used daily in your office.

The Catalog comprehensively lists hundreds of books, manuals, brochures, sub-catalogues, and actual implements—all easily available by mail order—that deal with topics from literally before the cradle (macrobiotic prenatal diets) to after the grave (do-it-yourself burial for $50) and everything in between, including material on free schools, self-hypnosis techniques, camping and wilderness survival methods, utopian community systems, making your own clothes and shelter, ecological farming, innovations in play therapy, and more, much more.

Do your own thing, says *The Catalog;* do it sensibly, inexpensively, and beautifully. It doesn't tell you how; it can't. But it does tell you a few thousand ways to start finding out for yourself.

And—if your clients (or your bosses) aren't too sure what their "thing" is, those rigid "interest evaluations" are no longer a counselor's last resort.

Turning through the pages of *The Catalog* and simply noting the items that do or don't excite them can be a lot more edifying than the profiles of many computer-scored tests (and it'll probably be a lot more fun, too, by no strange coincidence). If your clients want individually tailored experimental education or work-study programs that expand consciousness rather than shrinking it, or maybe even a whole new World View, *The Catalog* has attractive trials worth exploring—philosophies, operational strategies, empirical and not-so empirical research, and places to order hiking boots.

The Catalog's own statement of purpose says it best. "We are as gods and might as well get good at it . . . Tools that aid this process are sought and promoted by the *WHOLE EARTH CATALOG."*

Rob Colby

consultations

Dear *Impact*,

I am a male counselor in a high school, and for the past year we have developed and run several career development seminars. These seminars have been conducted by teachers and I have consulted with them in all phases of development and implementation. As a whole, the staff as well as the students seem to feel that these groups have been relatively successful in helping students develop a greater understanding of self, broaden their knowledge of various career alternatives, and more clearly define their goals and plans. The problem, however, is that in these seminars we have used the same methods and procedures for the male and female students, and I feel that there are special needs of females to which we are not addressing ourselves. The teachers seem to agree and would like assistance in being more relevant to women. Any suggestions

Unchauvinistic Male Counselor

Dear Unchauvinistic,

You have overcome the first hurdle in attending to the career development needs of women—that is, being aware that career development is somewhat different for men and women and realizing that your present efforts are not completely adequate. This difference primarily relates to the fact that women in our society are presented with two conflicting messages. On the one hand, they are rewarded for achievement and individual accomplishment; on the other hand, they are strongly subjected to the prevailing belief that in order to be successful wives and mothers, they must be passive and dependent, abandoning their personal strivings. Thus, awareness and acknowledgement of the ambivalence of this role is a first step. The next step is action which fosters optimal career and personal development.

In helping teachers to adequately address this problem, we suggest that you should be operating on three fronts:

1. Helping teachers become more aware of the needs of women and their changing role in contemporary society.
2. Sensitizing them to the effects of their own behavior and attitudes on the career development of women.
3. Helping them plan a program that would best facilitate women's career development.

In reference to the first point, one possible suggestion is in-service workshops in which the role of women in contemporary society is explored—conflicts, changing role, stereotypes, etc.

As for point number two, in-service workshops are also applicable, but with a focus on helping teachers better understand their own biases and attitudes —for example, are they threatened by women who desire to pursue non-traditional careers, or do they subtly communicate to women that they will lose some of their femininity if they pursue too much education.

Finally in regard to the last point, there are several resources which deal with the career development of women and would be helpful in setting up a program. An excellent one is *Women and the World of Work* and is available through the University of Minnesota, College of Education.

And counselor, last but not least, we hope you are knowledgeable about the field and understand your own biases. You might start by taking the Woman in Flux attitude survey appearing in this magazine.

Impact

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let **Impact's** panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, Michigan 48107

Dear *Impact*,

I am an elementary school counselor and my problem involves that of working with a group of students who were recommended to me by their teachers because of their aggressive behavior. In an effort to help them I have initiated a group counseling program, for as our sessions progressed, I found that their aggression was substantially reduced. However, the gains made in the group do not seem to transfer to other areas of their lives, since their teachers claim that the students are essentially the same, and in addition I have recently received a phone call from two of their parents who complained that their child is as aggressive as ever at home.

Obviously they have not made as much progress as I originally thought, for it seems to me that the true test of the effectiveness of my approach is their behavior outside of the group. Thus do you have any suggestions on how I can increase the transferability of their behavior changes?

Seeking Help

Dear Seeking,

Yes, I think we can offer some suggestions on how you can broaden the impact of your counseling sessions and help these students become less aggressive in school and at home. First, although you have apparently made some progress in your group, it is important to realize that counseling does not occur in a vacuum, and often problems cannot be solved strictly within the confines of a counseling room. Since all aspects of a child's development is integrally related to the nature of his or her relationships with significant others, it is important that they also be prime targets of your efforts.

The need for working beyond the realm of students themselves is illustrated by the point that although in your group you may have created a non-threatening supportive climate in which the children's aggression has been reduced, the home and classroom environments may be continuing to contribute the child's problems and consequently defeating your efforts. Two suggestions—to supplement your interventions with these students you should also work with their parents and teachers. In working with the teachers you could organize a consulting group or work with them individually to help them understand the needs of these students, analyze the effects of their own behavior and attitudes, and develop ways of more effectively contributing to the children's emotional and social growth. A similar approach should be taken with parents whereby you help improve communication within the family and help parents gain a better understanding of their children and how they can contribute to their growth and development.

One word of caution, however. In working with both parents and teachers it is essential that you establish good rapport and a non-threatening working relationship. Beware of putting them on the defensive by communicating either verbally or attitudinally that they have caused the students' problems and you have the answers to give them. Instead, make sure you communicate that this is a cooperative effort in which you all must work together on a common problem.

Some helpful resources are included in the *Impact* bibliography under the Consultations heading.

Impact

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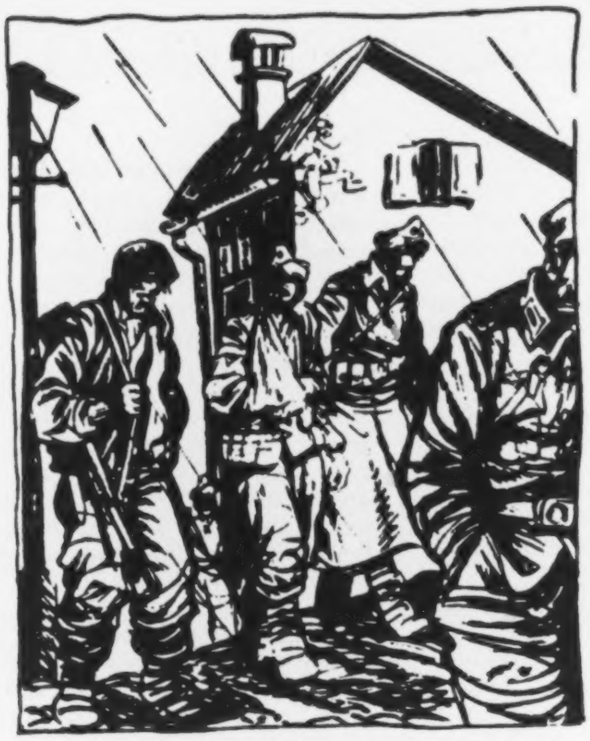
One More Battle for the



"Fresh, spirited American troops, flushed with victory, are bringing in thousands of hungry, ragged, battle-weary prisoners." (News item)

World War II cartoons by Bill Mauldin

Six Vietnam veterans return. One, with a B.A. in English, goes into training to become a mechanic; one, puzzled by the plight of returning veterans, expresses himself by producing a film; one returns to college; one comes home to a wife who has found someone else; one is strung out on drugs; the last turns to the only profession he can make a go of—stealing. These six anonymous veterans are not imagined stereotypes, they are real. All these people, now presumably men as a result of their experience in Vietnam, are home. All of them face difficult adjustments, for either circumstances have changed, or they have, or both.

Federal agencies, hospitals, employers, educators, counselors, in fact, American society as a whole, has become increasingly concerned about the "new veteran." Yet few are prepared to deal with him.

One million veterans returned to the states in 1970—almost double the number that returned annually when the Vietnam buildup first got under way in the mid-60's. Thus, more people were dumped onto an already slumping economy. The Labor Department reports that Vietnam veterans continue to have a higher unemployment rate than others in their age group. As of September, 1971, the rate was 8.3 percent; nearly 320,000 veterans were out of work.

A crop of federal state, local and privately operated programs have sprung up to help the veteran solve drug abuse problems and to seek jobs, training and education. These programs have proven only partially successful.

Homefront Battle Plans

President Nixon implemented a plan to help the new breed of "heroin heroes", some 30,000 of them, who fought in this undeclared war. *The New York Times* reported in July of 1971 that 27 drug cure centers were in operation in the United States. However, many doctors assisting in this program felt that two to three weeks of detoxification and three to eight weeks of rehabilitation were still inadequate.

Project Transition, sponsored by the Defense Department, is another program designed to help the GI get back into the labor force; the GI Bill affords educational assistance. There are other programs such as PREP, the Vocational Rehabilitation Program, and privately sponsored Jobs for Veterans, but the returning veteran is not taking full advantage of these opportunities.

The disadvantaged, such as black or chicano, veterans have even higher levels of Trouble. Bims (November, 1971) reports that among black veterans the training rate is higher than whites by 8 percent; the unemployment rate is too, by 12.6 percent. Definite lags in access to training and resultant jobs exist. Veterans frequently counter attempts to train them by arguing that further vocational training or a degree won't guarantee job security. Some veterans who've tried to improve their skills have verified these fears.

Who is the Veteran?

The new veteran defies psychological and social definition. Veterans Administration hospital administrators view their Vietnam veteran patients as both mistrustful of authority and traditionally goal oriented. In a 1971 VA survey, (Chief Medical Director's Letter, 1L 10-70-95) administrators expressed the view that the veteran is pessimistic about his future, less accepting of rigid schedules and rules, and more open in showing his emotions. They were unable to agree on whether the veteran was allied with or committed to the current youth culture—activism, ecology, anti-establishment life styles, and so on. Some administrators felt that veterans were more interested than their peers in reaching personal goals.

In short, the Vietnam veteran is a Ripped-Off Van Winkle. The place is the same, but the social context has changed. No one is sure how to re-orient him, least of all himself. He is greeted by (a) average citizens, disgruntled by the economy and competing for his job; (b) unaverage protesters who both pity and despise him; (c) be-

GI --The Homefront...

wildered government officials; and (d) a few strangers—his friends, parents, wife, children.

He's No Dough-Boy

GI Joe is in need of counsel, and counselors in government and industry are gearing up to handle this veteran who they perceive as distinct from veterans of other eras.

Impact interviewed G.D. Vanden Belt, Chief of Vocational Counseling Training and Adjustment, VA regional office in Detroit, who has counseled veterans since the end of World War II. He feels there are definite differences between the new veteran and his 1945 counterpart. "The Vietnam veteran with whom we have been dealing recently, tends to be younger than most of the veterans of World War II and Korea. One of the outstanding differences is that today's veterans are more impatient. As a result there is, in some areas, less concern about training for the future over the immediacy of today's benefits. . . . Two or three of our VA guidance centers have commented that today's veteran first wants an automobile; after he gets his automobile, maybe he'll consider some other things."

Dr. David Botwin, associate professor in the Department of Guidance and Counseling at the University of Pittsburgh has counseled veterans on personal, educational, and rehabilitation problems for more than ten years. He too, sees distinctions between previous and new veterans. In an *Impact* interview he said, "Veterans of the World War II period seemed to be more goal directed and thought more clearly about goals than the current ones. I think of the World War II people as in a hurry to get back to civilian life and do something. The veteran of the Vietnam era doesn't seem to have as much sense of personal identity."

Richard Galant, a graduate student at The University of Michigan, was separated from the Armed Forces in 1970. He told *Impact* that he sees discontent with the war as the distinguishing element between veterans of today and yesterday. "The only thing I can say is that there is a general disenchantment over the war. Men in Vietnam got to the point where they saw that it was ridiculous. Personally, this is my feeling too. The war got to the point where it was too long. We just weren't accomplishing our original goals. Actually, when I went into the service I was sort of half in favor of the war. Now I am very much against what is happening."

Why "No-Show" For Joe?

The Department of Labor (Manpower Report of the President, 1971) reported that in 1969, only 15 percent of Vietnam veterans 20 to 29 years old were enrolled in schools, compared with 25 percent of nonveterans. The report attributed this ratio to the fact that more veterans than nonveterans had family obligations which forced them into the labor market or practical training rather than into higher education. The Department of Veterans Benefits, a VA organization, (Information Bulletin DVB IB 24-71-8) reported that 15.5 percent of Vietnam veterans with GI eligibility had not completed high school and that less than half of these applied for either training or education.

Richard Galant was one of those who did make use of the GI Bill. He says that, "One of the real reasons I joined the service was to take advantage of the GI Bill. I thought that I could further my education. The only thing I can say negatively about it, because I fully support it, is that you don't get enough money. A lot of people sacrifice two or more years serving, and the people that didn't go took our jobs. In graduate school it's almost $400 for in-state tuition alone for a semester. For four months here at Michigan you get about $700 in GI benefits. Plus you need money for books, rent, clothing, food, and incidentals. Costs are too high—$175 a month isn't enough. I am single, but I can imagine why it is so hard for guys who are married to take the option of devoting all their time to school. If the government helps them with enough money that's fine. But if a married veteran is going to school and he or his wife have to take a job, he could be cheating himself."

"I was aware of the GI Bill and other benefits before I went in. The Veterans Administration sent a lot of literature which I thought was good. I

"I feel like a fugitive from th' law of averages."

think people who have been in college are more aware of benefits than people who don't intend to go. Some of them don't even realize they can use GI benefits to go to trade school or to get on-the-job training."

Says Vanden Belt, "I don't think the increased monthly training allowance [the increase was effected in February, 1970] had any appreciable effect on the number of veterans who are enrolling in educational and training programs. The increased benefits certainly were desirable and there were individuals who participated in benefits who might not otherwise have done so. I feel, however, that if an individual really had wanted to participate in educational benefits, ways were found even before there was an increase in monetary benefits."

Galant feels, however, that directions for finding help are poorly plotted. Even those people who are motivated are unsure of where to turn. "Here at the U. of M. I'm really not aware of any specific counseling programs set up for the veterans. A friend of mine who has been here quite awhile says that he knows many veterans who have experienced a lot of problems in readjusting to college life and in coming back to this setting after being in the service. My feeling is that they should have a program in the service so you could get a bit more familiar with society again."

Botwin finds that, "There seem to be a lot more 'no shows' [non-reporting for counseling] than there were among previous groups of veterans. This may say something about personal involvement and motivation."

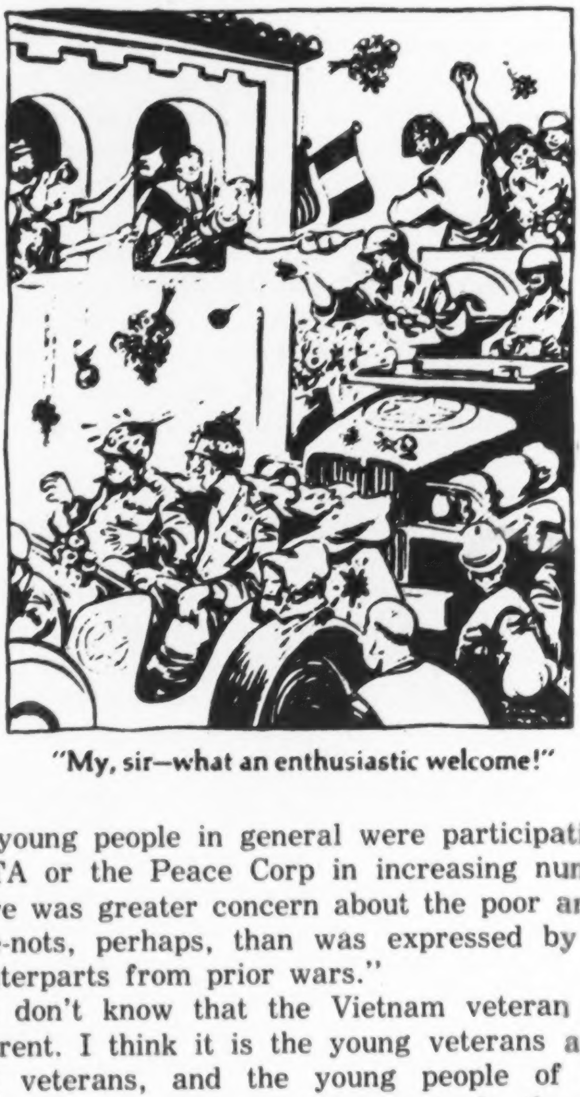
"There was a gospel sort of fellow who I talked with about his period in Vietnam, his motivation to finish college, and his desire for graduate work in some field. He wasn't sure which one to go into: foreign service; the public service; a graduate program in ecology; international affairs; or something where he could be doing something meaningful. I haven't met too many veterans in the last couple of years who talked that way. But this guy—in terms of the way he talked, the way he saw his progress and experiences in relation to his possible goals—seemed to stand out. In previous years I met more veterans in the counseling office who were like that. I can even remember some veterans that I saw about 12 years ago. Now, on occasion I have trouble remembering guys I counseled months ago, or minutes ago."

The Card Carrying Dropout

Antiwar demonstrations in Washington, at Harvard, at Berkeley, and in less well known institutions, reflect discontent not only with war but with the direction American society is taking. Youth has turned on to drugs but also to "new-old" modes of creative expression—religion, the crafts, the Walden ponds that hide in the recesses of mainstream society. The veteran is part of this because of his age; he may also be alienated by the products of the postwar baby boom, his peers.

"The ones we talk to," says Botwin, "if they represent any of the youth culture, may do so only to the extent of being somewhat passive. I see some of the youth culture as activists and I see some of them taking a withdrawn kind of stance. So there are those actively protesting and thinking about things and there are those who are just turned off and inarticulate. The ones I've seen represent the turned off people. In any event, no one has ever articulated."

Vanden Belt says, "There undoubtedly are some areas that today's veteran questions in excess of veterans prior to this time. Questions relating to government, questions relating to peace movements, questions relating to ecology—a great many areas are the concern of today's veteran. However, I think probably the concern was reflected some time ago. It began when not only veterans but young people in general were participating in VISTA or the Peace Corp in increasing numbers. There was greater concern about the poor and the have-nots, perhaps, than was expressed by their counterparts from prior wars."



"My, sir—what an enthusiastic welcome!"

"I don't know that the Vietnam veteran is so different. I think it is the young veterans against past veterans, and the young people of today against young people of times past. As the young veterans marry and have to support families they will return to a more moderate view. Whenever there are changes projected, the pendulum always swings way over to the left and the right, with a tendency to return to a more center-of-the-road course, and I think that is what will happen with today's young people. I don't want to minimize the things that they want to change and their concern about the change because I think it is important and I think it will cause some changes. However, when we talk about the revolution of young people, I'm not so sure that it's too much different from the revolution of the young people from each preceding generation."

"From what I've seen," says Galant, "most of today's veterans aren't aware of a lot of the social problems or even the revolution that is actually going on. A good example was in our battery. They asked four people in my battery to identify Lt. Calley and two didn't even know who he was. They aren't terribly aware of what is going on around them; they are more aware of what is happening to them in their immediate environment than anything else."

Among servicemen there are considerable differences in individual value systems. Some are more affected by military and societal pressures; these people show, in microcosm, how discontent manifests itself in the new veteran. A VA psychiatric hospital study (Chief Medical Director's Letter, IL 10-70-62) compared veterans admitted for psychiatric treatment with active duty servicemen.

Dr. Marcus Stern and Kristen Solberg who conducted the study found that, ". . . It was hard to identify the value system of the young [hospitalized] veterans. In many instances they seemed like ships without rudders. A deep feeling of failure was frequently evident. Many exhibited a despondency at not being able to change things and an inability to accept things as they were. They tended to use attack as a defense. It was clinically apparent that they lacked educational, vocational and social skills . . ."

A Mainliner is Not a Philadelphian

In prior wars GI's brought back alcoholism and social diseases. The new veteran may also have a monkey on his back. Though veteran drug cure centers have been instituted in Vietnam and in the States, and civilian methadone centers have been started in some cities, there is reason to believe that this incalculable problem is acute. Any increase in heroin addiction, especially among people in an unsure state of mind, presents a serious threat to society. Yet many officials have chosen to underestimate this problem.

The New York Times reported on December 18, 1971, that the "United States Army is discharging large numbers of heroin users [between 1,000 and 2,000] despite pledges from President Nixon and the Pentagon to keep drug addicts in the Army for special rehabilitation." Furthermore, the article reports, many users return to heroin after being discharged from cure centers.

Botwin is not sure how many of the veterans he's counseled have had drug problems because "I can't think of one that's ever mentioned it."

Galant says, "I don't know much about use among veterans, but I do know what it was like while I was in the service. Drugs were used fairly commonly in my battery, in fact in the whole battalion. Just as I was leaving they were initiating urinalysis tests in a specific command. I think the drug problem is fairly bad. I don't think there is enough help in the approaches from the military standpoint in helping these people if they do have a problem. Most of the men in Vietnam have a negative view of the military; the military can't really help them that much because of their negative attitudes. Our main help would come through civilian sources."

"The problem, as I see it," says Vanden Belt, "is so new that it is extremely difficult to analyze. Within the framework of veteran administration, I have not seen statistics because I don't think statistics are available. No one at the present time seems to know exactly how broad this drug problem is. We have experience, certainly, within our counseling framework—veterans have stated that they have become addicted and were hooked on the drug habit—but it is questionable whether drug addiction is really a fact among some of these veterans. It seems to enhance their status with their peer group if they are able to make this statement. I can't establish a percentage, but a great many of them have stated to us they were hooked. Maybe they had taken marijuana a few times, but it is questionable if they were actually hard drug users. Because I am saying this, however, I don't mean to minimize the drug problem per se. Increasingly in Veterans Administration we are going to be involved in the program. Within our state there is only the one center at present, but we may have other centers operating before too long. We will be coordinating the efforts of our counseling psychologist with the treatment group in each hospital or hospitals that are established in the rehabilitation process."

"Counselors face two problems in handling drug users. First, we're not certain at the present time just how prevalent this number is. Secondly, even if we had numbers, I'm not sure we know who are the addicts and who are the people who merely brag about having used drugs. I don't mean to minimize the potential problem. It may be greater than we have experienced. And it certainly is going to be a major problem."

The Daily Routine of Shell Shock

The tension, fatigue, and boredom that accompany combat are thought to contribute to the use of marijuana and harder drugs. The effects of war zone combat are not easily pinpointed. Soldiers often avoid this subject upon their return; but putting aside the subject doesn't necessarily alleviate its effects.

Botwin agrees that, "Very, very few of them have mentioned their combat experiences. I have seen myself in my role trying to draw them out. Most of the veterans have been more oriented toward getting training. I can only think of the veteran I mentioned before who wanted to go into graduate work. He is the only one of the few that I can remember who actually talked about the war zone and the impact it made on his thoughts. He discussed what he was doing there, what the U.S. was doing in the war, the circumstances of the underdeveloped country, and the poverty of the people. This veteran talked a lot about those kind of things. In general, most of the Vietnam veterans I've met are not very talkative."

Says Galant, "One man in our battery was appreciative of the fact that he went, just so he could see what the actual problems were. I think there is a callousness among the people who have been there; they aren't as interested in a lot of the social problems of life as they may have been before they went over and fought the war—for instance, the problems of poverty and ecology, and things like that. They are worried about their own dependency than they are about the problems that society is worried about. I think, eventually, they will get back into the mainstream of things and start worrying about other things; however, they're more into immediate personal needs now."

Breakfast in bed

The Minority Group Veteran

The reluctance of veterans to seek counseling or to be open about their problems puts counselors in a quandary. A recent report of the President's Committee on the Vietnam Veteran (Chief Medical Director's Letter, IL 10-70-62) states that those who most need personal counseling, education, or training fail to take advantage of available programs.

Minority groups have particularly trying sessions with counselors. Mexican-Americans, according to the study cited above, adapt fairly well to military life, and to highly structured jobs in civilian life. They are more inclined to accept authority and directives. American Indians, as a group, deplore governmental assistance and avoid taking advantage of GI programs. Although blacks take greater advantage of training programs than do whites, they are more apt to be hampered by dishonorable or undesirable discharge status and an inability to find work once they have trained.

Bims (1971) quotes Charles Levy, sociology lecturer at Harvard Medical School as saying there is a need for a possible "decompression" program to speed and facilitate the serviceman's readjustment. "This program would be no less ambitious than the one that created the need for it"—the servicemen would in effect be "restoring themselves."

Vanden Belt believes that there are good programs for the educationally disadvantaged and that they are having a gradual effect. He says that ,"Both day school and night school are available to increase the educational background of these veterans so that they can compete with others. Also, there has been increasing emphasis on doing rather than just on learning. We should try to increase educational background at least to the point where there is a reading level that allows the person to learn within the framework of instructional materials that he has to read. Some of the hard-core (apart from the veteran) have been so illiterate that they were not able to write their own name or perform at the military minimum induction reading and writing levels. Within the veteran group, if we could get these individuals as high as they are able to function educationally, and that could be the eighth grade, or high school, we could add to that a type of training situation that is not necessarily additional book learning, but learning through actual doing as it might be in an on-the-job situation. This is an area in which the Veterans Administration will be moving."

"I don't think we have ever minimized the importance of on-the-job training, but that is affected by a great many things, not the least of which is the availability of jobs at any given time. I do think industry, however, is changing, for we find evidence that industry is revising some of its thinking by lowering some of the standards that it formerly used to demand of people who were going in on-the-job training. They found that some of their standards were unessential and that some of the people that they thought could not progress in training programs, by reason of scores on psychological tests, could learn in on-the-job situations and become good, productive workers. There are two types of training offered to the veteran: (1) vocational rehabilitation for the disabled veteran, and (2) readjustment training for every veteran. In either of these two categories, both for the disabled and for the returning GI, the educational benefits under either law permits the completion of high school, which is not charged against any of their other benefits."

Galant feels that inservice training programs should, but don't help prepare a veteran for reentry stateside. Nor do they give him an ample opportunity to use these skills in the service. "A particular skill I had was related to computers in a line battery. It had no actual relationship to civilian life. In terms of the DOT clasification, I'm also supposed to be a draftsman and mapmaker, but it didn't relate to what I did. Mainly, I guess it was because they needed people only in certain fields of work. In war, expedience is more valued than anything else."

Botwin faults the public education system for failing to prepare people to pursue educational and vocational goals. "Schools have to have some responsibility in terms of changing their programs if they aren't reaching certain kinds of people. There were certain Korean veterans who felt that they had either matured or changed in some way in service and they wanted to have further experience with education. Yet, I wonder about people today who are completely turned off by school. How many people are there with potential who have never been reached by the school? They have so little self awareness; they don't seem to know who they are and where they are. It certainly doesn't sound as if they had much previous counseling that was productive."

The Day it Didn't Rain Confetti

The South Pacific exploits of World War II GI, Ira Hayes, made him a hero. This burden of heroism may well have destroyed him in civilian life. Odysseus of Greek lore stayed out in the fields of glory an extra 20 years to maintain his self image. Vietnam produced no heroes. Only Lt. Calley, in some eyes, approximated heroism. The new veteran receives little encouragement, and this may account for his lack of incentive in rediscovering his potential.

"I do feel," says Vanden Belt, "there has been considerable discussion by veterans and veteran groups about the feelings that the general public has not accorded them the same respect that the other veterans had when they returned to their hometowns. Honors were given, organizations showed a great deal of concern. There was a feeling that more concern was shown past veterans than is being shown now. Whether this is true is debatable, but the veteran of today feels that it is, and expresses his frustration."

Says Galant, "I think it is correct that Vietnam veterans have a 'non-hero' role in society, and I think they have begun to accept it. The feeling I have is that some of these people should be looked up to more than they really are because they did endure a real hardship that a lot of people got out of; I think they should be appreciated. But as far as heroes, I don't think there are a lot of great heroes in the war itself—mainly because the war is so disfavored among the fighters—American society, anyway, disfavors the war."

Implications and Applications for Counseling the New Veteran

Within society, a general feeling exists that the veteran today differs psychologically and sociologically from his counterparts of an earlier period. Recent studies conducted on veterans, however, have generally been limited to those hospitalized for psychiatric difficulties and problems requiring medical correction. Even with hospitalized veterans, systematic studies between the two age groups are sparse (Dickman and Pearson, 1971), or the available information is based upon qualitative statements of recognized experts and data generated from restricted samples (Stenger, 1971; Chief Medical Director's Letter, IL 10-20-62). Findings from studies have not always been consistent, and since a wide range of veteran characteristics have been observed, one should be cautious in generalizing from the data; on the other hand, it is important to be sensitive to the emerging trends.

Although it is difficult to establish the exact amount of drug usage among veterans, evidence consistently indicates that it is higher among younger veterans and that alcohol problems are more frequent among older veterans (Dickman and Pearson, 1971).

Stateside society confronts the veteran with a broad, overwhelming spectrum of options. The veteran definitely requires professional assistance in weeding out alternatives and choosing the optimal point of departure for his civilian role.

All too often the counselor response is reactive rather than preventive. Counselors need to take a cue from the military and "search and destroy" returning veterans' problems before they "escalate." Some steps counselors might take in helping the new veteran in cooperation with government and industry are these:

1. *Form interaction groups for pre-veterans.* It may be helpful to conduct group sessions between veterans and students who are likely to enter the military. The information veterans can impart to students can assist in reducing the amount of shock and subsequent problems of adjustment that occur during and after military service.

2. *Make counseling available to on-duty servicemen.* Counselors could develop special programs through their professional organizations which better utilize industry and governmental agencies such as the Veterans Administration. Counselors could conceivably inaugurate counseling services

on military bases. Many young veterans are interested in maintaining meaningful linkages with civilian institutions and would like information that can help them assess their civilian career prospects. *Prior* to separation from the armed forces, servicemen need a more personalized view of available educational and training opportunities.

3. *Encourage counseling programs in high schools.* Counselors in high schools may be highly appropriate sources of help for the returning veteran. Some observers feel that the high school counselor is a key figure in the veteran's life prior to his entry into the service; thus veterans may tend to seek out the school counselor upon their return. The high school counselor should publicize his availability to veterans.

4. *Institute self-help programs.* Veterans constitute a significant portion of the student population in junior colleges, colleges and universities. The counseling services in these institutions have an obligation to this segment of the student population to build programs which are responsive to veterans and their particular sets of problems.

In treatment facilities, veterans have revealed a greater preference to be on wards with other veterans within their own age range (Dickman and Pearson, 1971). Since veterans have been observed to show a high identification within their own age groups, where common interest and mutual support may be shared (Stenger, 1971), a peer counseling program might be meaningful in assisting veterans to work through many feelings that might not be shared with those perceived to be in positions of authority in established organizations. "Talk-it-out" groups have been suggested to provide a sounding board whereby veterans can discuss problems they face (DVB circular 20-71-84, September 1971).

5. *Inform and refer veterans.* Universities and community colleges can establish information centers to provide veterans with ready access to vital information. Information and referral centers offer the veteran visible evidence that educational institutions appreciate his contribution and appreciate his need for reorientation. Deliberate efforts need to be made repeatedly to communicate information to veterans. Some universities have VA guidance centers on a contract basis, but these are often limited to veterans referred directly by VA regional offices for education and vocational counseling in connection with the GI Bill.

6. *Modify counselor education.* Following World War II, the adjustment problems of veterans to work and civilian life was an area that received considerable attention in both counseling psychology and clinical psychology programs. The curricula of counselor education programs might be reexamined in the light of the needs of the returning veteran. Consideration should be given to offering courses that deal with adjustment problems of veterans and toward establishing field experiences and internship opportunities for counselor trainees with veteran populations.

7. *Extend outreach.* Fericks (1970) suggests that outreach efforts may be successful in getting veterans to take advantage of counseling services. A significantly greater number of male non-high school veterans report for counseling when they are contacted in person or by phone than do those who receive form letters notifying them of counseling appointments. Through computer capability and in consultation with VA officials, it is possible to identify veterans of various periods of military service. Special efforts should be made to contact veterans in selected geographical areas to furnish them with counseling assistance that may be needed.

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Documents in the above references which have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service. See ordering instructions in the *Impact* Bibliography section. Ordering numbers *not* preceded by ED indicate the document is a dissertation. Volume and page numbers refer to *Dissertation Abstracts International.* Dissertations may be ordered from University Microfilms, 300 North Zeeb Rd., Ann Arbor, Michigan 48106.

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surveyor

For this issue of *Impact*, *Surveyor* conducted a survey of *Impact* subscribers' reactions to three typical encounters a practicing counselor is likely to experience.

Procedure

Subscribers' reactions to three mini-encounters were obtained. Four responses were given for each encounter and the respondent was asked to indicate the response closest to the approach he would use if faced with the situation.

The encounters focused on three types of counselor interaction: with a student, with a staff member, and with a parent. The four responses, which were pretested, represent four interaction models: (1) a change agent approach (2) a treatment approach, (3) a "guidance" approach, and (4) an administrative approach.

The data presented represents a random sample of approximately 10 percent of *Impact* subscribers.

Results

The instrument with percentage findings and raw numbers indicated is to the right.

Clearly, however, respondents reacted to specific encounters by using different responses. No single response type was found to cover all three mini-encounters. Respondents would not define their role according to a single theoretical point of view, but rather would be highly influenced by the situational variables.

Analysis

(Points 1-4 refer to Figure 1.)

1. The change agent model was chosen most frequently in the staff encounter and least frequently in the student encounter.
2. The treatment model was the most highly responded to model across all three mini-encounters, with it being the highest response in the parent encounter.
3. The guidance model was chosen most frequently in the student encounter and least frequently in the staff encounter.
4. The administrative model was the least chosen response across all three mini-encounters.

Discussion

The sample appears to prefer a *guidance* approach with young people, a *change agent* approach with teachers, and a *treatment* approach with parents.

Make copies of our *Surveyor* instrument and share it. Use it as a basis for an inservice day, or discuss it informally; use it with people other than counselors: teachers, administrators, parents. If you do use it, *Impact* would like to hear from you.

I-STUDENT

A bright student in your school has not been participating in his English class as he does in other classes. There seems to be little dynamically changing in his home and social environment, and he reports to you that the English class is "just a real hassle."

Circle the response which comes closest to describing the approach you would use with him when he tells you "the class is a real hassle."

%	N		
4%	2	**	The counselor should attempt to see ways the student can try to exert change in the class procedures.
41%	23	**	The counselor should attempt to understand the underlying causes of the student's discontent in the class.
51%	29	**	The counselor should attempt to gather information about what is actually happening and then look at the alternatives with the student.
0%	0	**	The counselor should arrange for some location (library, resource room) where the student can go to study independently when he feels that the class is getting to him.
4%	2		Uncodable information
100%	56		Total

II-STAFF MEMBER

A teacher who is knowledgable in his field, authoritative in his procedures, and not especially supportive of counseling services has a student in class who is disruptive. He knows you are seeing him and one day stops into your office to announce Jim's latest escapade. You can tell by his comments that he is accusing you, as well as Jim.

Circle the one response that comes closest to the approach that you would use with the teacher.

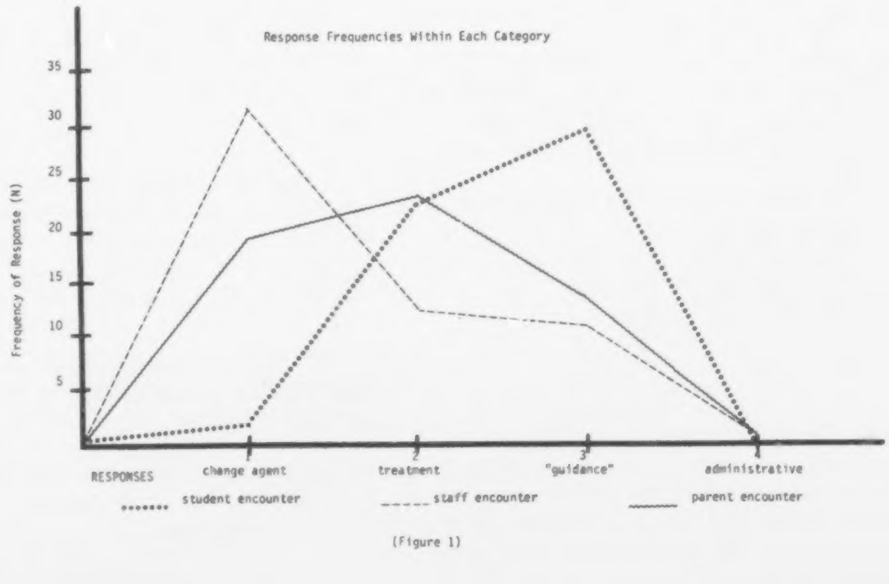
%	N		
55%	31	**	The counselor should attempt to enlist the teacher's cooperation in a mutual effort to change Jim's behavior.
21%	12	**	The counselor should attempt to reflect back the teacher's real feelings of counseling inadequacies and talk about why the teacher feels that way.
18%	10	**	The counselor should attempt to gather information about what happened and discuss the alternatives with the teacher.
2%	1	**	The counselor should attempt to locate a different class where Jim and the teacher are not in conflict.
4%	2		Uncodable information
100%	56		Total

III-PARENT

A parent comes in to talk with you about what her daughter told her about the new drug education program piloted by the counseling department in certain classes at school. She accuses the school of being more interested in teaching young people about "this miserable stuff" than math and English. She is a highly vocal woman and belongs to several clubs.

Circle one of the following responses that best describes the approach that you would use with the parent.

%	N		
33%	19	**	The counselor should attempt to gain this parent's cooperation and get her to help provide supportive information to the community.
42%	24	**	The counselor should attempt to talk with the mother about her fears about her daughter's education.
23%	13	**	The counselor should attempt to share information with the mother as well as get all of the information she has and pick an appropriate alternative.
0%	1	**	The counselor should attempt to defend the new program, encouraging the mother to realize how highly it has been recommended.
2%	1	**	Uncodable information
100%	56		Total



(Figure 1)

flashes

. . . In October a Long Island, New York, coed filed a $1 million damage suit against Vassar College. She charges that she flunked out after her first year because her roommate (who introduced her to marijuana) held all-night marijuana parties which prevented her from studying. She is also charging Vassar with telling colleges she has attempted to transfer to that she is "unfit". The damages asked are intended to reflect her loss of earning power as a result of flunking out of college. . . .

. . . A Manpower Planning and Development Commission-sponsored proposal for a three-year pilot Employability Development Demonstration Project at three Cleveland, Ohio, high schools has been approved by the Ohio Division of Vocational Education. The project in the three schools—each with a different population mix—will experiment with unique study/guidance/work combinations to enhance the school's staying power for potential dropouts and increase the employability of students who leave before graduation. . . .

. . . AFT President David Selden has indicated that in cities where locals will not admit paraprofessional workers as equal members, the AFT will consider chartering separate paraprofessional locals. Such a situation exists in Detroit and is brewing in Boston. . . .

. . . An Office of New Careers (HEW) study found over seven hundred colleges offering programs for paraprofessionals with the largest number of offerings at the junior college level and the most programs in the health and education fields. Details of the study include:

—1,522 responses of 2,794 colleges surveyed.
—760 institutions reported paraprofessional programs.
—397 were junior colleges.
—235 were senior colleges.
—128 were universities.

An additional finding concerned the enormous number of job titles held by paraprofessionals—273 different paraprofessional job titles appeared in the health area, 180 in education, and 158 in social services. . . .

. . . A recent Nationwide Campus Opinion Poll of 699 randomly selected college students on 43 campuses asked if they had registered to vote: 60.5% said "yes," 39.3% said "no," and 0.2% gave no response. Of the registered students 52.6% were registered in their home towns, 34.1% in their college towns and 13.3% gave no answer. Students who attend college in their hometowns were counted as student voters, so removing these students, the percentage of students registered in their college town drops to 17.2%. . . .

. . . According to The Chronicle of Higher Education, college students between the ages of 18 and 21, voting for the first time under the 26th Amendment to the Constitution, did not have a major impact in most of November, 1971's local elections. . . .

. . . The University of Nevada, Las Vegas, has declared that entering freshmen no longer are required to declare an academic major. First year students will enter a University College offering stimulating interdisciplinary programs and providing exploration of various academic fields while still satisfying all-University requirements. The University College will provide needed remedial assistance in the areas of reading, writing, and listening. Academic advising by faculty selected for their interest in providing this service will be a vital part of the University College program.

Introduction of a 4-1-4 calendar, credit-no credit courses, and removal of rigid time limits for course completion will assist in more readily meeting the needs and interests of individual students. . . .

. . . Hunter College in New York City is initiating a 30-credit masters program in dance therapy under therapist Claire Schmais. . . .

. . . San Francisco . . . Discussion on whether to admit women to the Episcopal clergy was cut off by a bishop who stated that neither the sex of Christ nor the image of god was an accident. . . .

. . . The idea of studying peace—just like you'd study mathematics or history—is spreading across American campuses, and a Consortium of Peace Research, Education and Development has been formed at Manchester College to coordinate the programs. . . .

O'Ryan Rickard
North Manchester, Indiana

. . . The Association of Chicanos for College Admissions (ACCA) is a new nonprofit corporation founded by concerned educators and chartered by the State of Michigan to encourage Spanish speaking secondary students to remain in school and to motivate them to pursue higher academic or vocational careers. The innovative ACCA program incorporates two major phases: (1) the Community Center Contacts (CCC) which acknowledge the fact that the Spanish speaking community must be thoroughly integrated into the college recruitment process; and (2) the Conditional Admissions Program (CAP), still in the planning stage, which will utilize incentive to grant conditional admission to the Spanish speaking student to the institution of his choice at the end of the 9th grade or during the 10th grade providing that he maintains a previously determined grade point average through high school. . . .

. . . The federal district court in Florida has ruled that the electrical workers must adopt job-related tests with built-in safeguards to prevent cultural, racial, or ethnic bias. . . .

. . . A federal judge has ruled that the Massachusetts Civil Service examination for selecting policemen "unfairly discriminates against minority groups." . . .

. . . A graduate program in teaching precollege level psychology is being developed by Harwood Fisher (Assistant Professor of Education, The City College of The City University of New York.) There has been a rapid growth recently in the number of precollege courses in psychology . . .

. . . Estimates that the teacher shortage is over are being heard repeatedly. Others say that this estimate does not take into consideration "new entry patterns" (there will be options other than teaching open to women), changes in school staffing, and efforts towards individualizing learning. Although the Senate Appropriations Committee has recommended that Education Professions Development Act funds not be used for training general classroom teachers, there remain teacher shortages in certain geographic areas—inner cities and rural areas; in certain fields—special education, handicapped, bilingual education; among certain population groups—men in elementary education, blacks, Puerto Ricans, chicanos and Indians. . . .

More on Griggs . . .

. . . The U.S. Office of Education's Bureau of Adult, Vocational and Technical Education has awarded the University of Missouri at Columbia a contract to carry out a project designed to encourage and assist each state, the District of Columbia, and Puerto Rico in conducting an implementation workshop for curriculum-involved career development guidance, counseling, and placement. The purpose of these workshops will be for state personnel to develop a preliminary home-school-community model for implementing career development guidance, counseling, and placement in their respective local school districts. The project staff at the University of Missouri will conduct a National Training Conference this winter designed to provide key state personnel with the technical and program management skills needed to conduct their own workshops. To do this, the state leaders will be provided with a program content and operations manual which will outline the steps needed to develop and implement a State Guide. The University also will provide these key personnel with nationally gathered, carefully selected and screened, resource materials to aid them in conducting their state implementation workshops. . . .

Project Newsletter
Vol. 1, No. 1

. . . A current fashion suggests that only former addicts should work in drug programs, the reason—they alone can truly offer effective role models. They may, however, be ineffective in preventative programs and inadvertently entice the "straight" person to try drugs as "a challenge". Also the nonuser may see addiction and cure as the way to the strength the ex-addict now has. . . .

. . . A federal district court judge has ruled that the New York City Board of Examiners' tests for school principals are biased against blacks and Puerto Ricans. In a school system with more than 55 percent nonwhite pupils, there are only five blacks and one Puerto Rican among the 1,000 licensed principals. . . .

. . . Women faculty members are bringing pressure to bear on American campuses and pushing themselves with little noise, into more substantial positions in the academic hierarchy.

Some universities are reviewing women's salaries and are granting equity increases for those who earn less than men of equal rank. . . .

New York Times
Nov. 21, 1971

. . . The Association for Humanistic Psychology offered a panel at its October meeting with the title: "Should a Professional Psychotherapist Go to Bed with His or Her Patient If Mutually Attracted?" To Freudians it's a taboo, but the rise of encounter groups and sensitivity training has led some "mod" therapists to stop listening to their patients dreams and fantasies and start acting. . . .

. . . The Isana Construction Company of Eastlake, Ohio, placed a help wanted ad for women sewer laborers, apparently as a joke, to prove that women wouldn't want to do such heavy work.

Two women, Josephine Denk and Verna Miller, applied and were hired for the job. Both have young children and were attracted by the $6-per-hour union wage. They worked satisfactorily until the day before they would have had to join the union, and then they were fired. The Union—Local 8 of the Laborers Union—refused to support the women against the company, complaining that if the women kept their jobs, the union would have to provide them with separate toilet facilities.

The two women have the support of the National Organization for Women and the Women's Equity Action League and have filed a complaint with the Equal Employment Opportunities Commission. . . .

From *The Fifth Estate*
August 19, 1971

. . . An OEO funded study found that only 54 percent of all state and local civil service agencies validate their tests. . . .

. . . *Behavior Today* (August, 1971) reports that youthful drug users live in a clan, divested of counter-culture symbols, as part of a California approach to drug abuse. The Cedu Foundation School (P.O. Box 1176, Running Springs, Calif. 92382), located in a mountain lodge, takes youths from probation departments and families. Success rates of up to 88 percent are claimed. . . .

. . . O.E. Secretary Elliot Richardson has designated paraprofessional programs and career development as two of his key priorities for FY 1972. Given the Department's role in setting standards, guidelines, policies, and regulations for health, education, and welfare programs —to say nothing of its significant funding role—effective implementation of this priority could mean a major leap forward. . . .

. . . Dr. Maurice Seevers, an international authority on drugs and drug abuse and a member of the Commission on Marijuana and Drug Abuse, says that amphetamines are as dangerous from a social point of view as are illegal narcotics such as heroin. Amphetamines are a bigger problem in some ways because so many people of all ages in all segments of society use them. . . .

. . . The Ford Foundation has announced plans to devote about three-fourths of its higher education budget over the next six years to promoting an expansion of minority opportunities in colleges and universities.

The newly announced program, which will not be fully under way for another year, has two chief components:

—Increased scholarship and fellowship support for minority students in upper division and graduate levels. Several existing foundation programs in this area will be expanded, absorbing about half of the $100 million authorized by the trustees.

—Developmental grants for a limited number of private black colleges—only four in an initial series of grants this year—to help them strengthen teaching and learning, primarily of undergraduates. The first recipients will be Benedict College, Fish University, Hampton Institute, and Tuskegee Institute. . . .

blueprint

Impact can only become impactful by responding to your interests and concerns. We need you to suggest topics and "prioritize" some which we have named (See **Impact,** Fall 1971, p. 57). We want you to help us draw a "blueprint" for the kind of magazine you want. A postcard with your priorities and suggestions will do. In fact, if you send us a postcard we will send you a supply for easy communication with us just to show you that we mean business about consulting you about your magazine.

exemplars

Career Guidance in the Classroom

Recently, some of the ERIC/CAPS staff had the opportunity to work with a number of classroom teachers through a semester class in career guidance. A major goal of this experience was to develop career guidance units for use in the teacher's own classroom. Prior to the development of these units, the teachers explored current information about career guidance objectives for various educational levels, the needs of special populations, and current career guidance materials, activities, and resources. One of these career guidance units has been selected to be shared with Impact readers. It was designed by Eileen Garrison, an elementary teacher in the Ferndale (Michigan) Public Schools. Her unit is an example for an early elementary career guidance experience designed to stimulate occupational exploration and awareness in young children. This example is presented to stimulate thinking about ways in which the classroom teacher might be involved in career guidance through actual instructional units.

An Experience in Vocational Guidance for First Graders

OBJECTIVES

- I. To introduce the world of work to children
  - A. Children will examine the jobs they do.
  - B. Children will identify and explore jobs their parents do.
  - C. Children will identify and explore jobs done in the school environment by various familiar personnel.
- II. To provide occupational information to the children
  - A. Children will discuss jobs they already know.
  - B. Children will visit community businesses and explore the jobs available there.
  - C. Children will compare jobs they have observed in terms of working conditions, training required, duties on the job, working hours, etc.
- III. To develop attitudes toward work.
  - A. Children will develop respect for all areas of work.
  - B. Children will realize that different jobs are interdependent.
  - C. Children will examine the need to be flexible in choosing and changing jobs.
  - D. Children will enumerate qualities necessary for all types of jobs, such as, dependability, promptness, responsibility, etc.
  - E. Children will begin to show some enthusiasm about doing work.

POPULATION

The children for whom I have prepared this experience in vocational guidance are first graders in a middle to upper middle class neighborhood. They come from homes where both parents are usually present and the family intact. Sometimes, but not often, the mother works. Many parents are professional people. A good percentage of the parents are employed by auto-related industries, often at the management level. There are a few parents involved in city government, and several policemen and firemen. There are also a number of parents who are skilled workers and represent a variety of trades. There are very few children whose fathers are unskilled laborers or whose parents are on welfare. I think the economic background of the children is important for two reasons: (1) The children have very little exposure to the lower skilled and status jobs and tend to look down on work that is done by garbage collectors, gas station attendants, etc.; and (2) The parents of these children have very high expectations for their off-

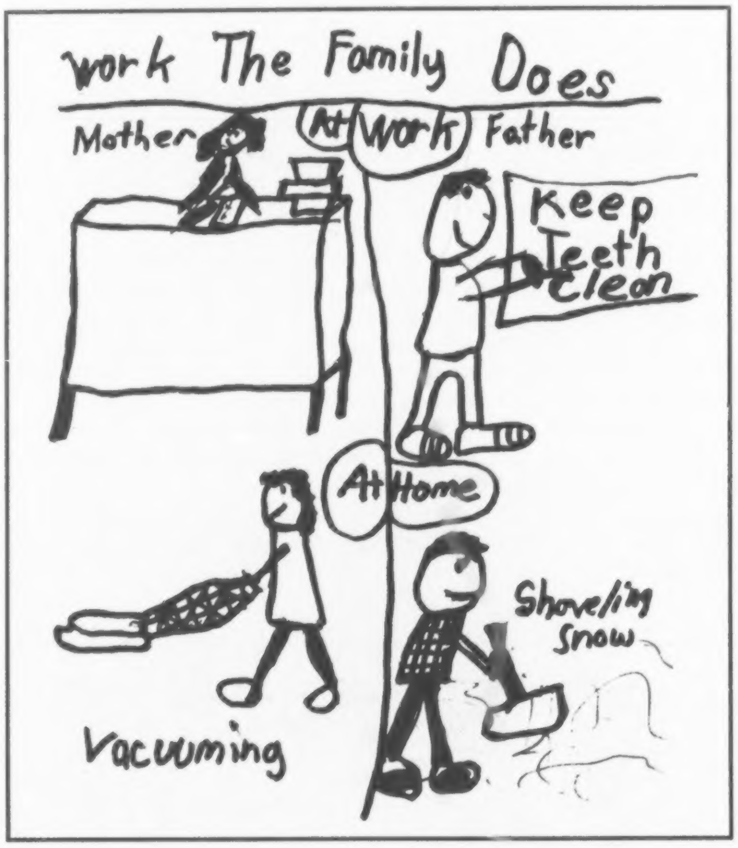
coal car
Stop
Grocery
The world of work

spring and tend to extol professional jobs to the exclusion of any information of skilled trades. In general, my experience with children of this age has shown that very few have any realistic notion of what their fathers do in their jobs.

ACTIVITIES

I have divided the objectives into six major units which can be taught by the classroom teacher. I have allotted a minimum of 11 weeks for the completion of the program. However, I think it would be more comfortable and useful for teacher, children, and parents as a semester-long-project, since parents could be given more time to participate in the program and field trips could be more easily scheduled. The final unit could be continued until the end of the school year, with the children actually applying some of the things they have learned.

The teacher should plan to spend 10 to 20 minutes on each subtopic. If the teacher plans to cover the program in the minimum time allotted, she would have to schedule daily class experiences. Otherwise, with more time available, the teacher can schedule two or three sessions a week.



UNITS

I. World of work (1-2 weeks)
  A. What is work? What is a job?
  B. Who works? Why do they work? What if no one worked?
  C. What jobs do I do at home? At school? In my neighborhood?
  D. What kinds of jobs do I already know about?
  E. What do we know about jobs already—stories, personal experiences, vacations, etc.

II. The family-occupational information (1-3 weeks)
  A. Who works in your family?
  B. What jobs do mothers do at home? Fathers? Children?
  C. What jobs do fathers do outside the home? Mothers? Children?
  D. Interview parents (as many as can come during the next couple weeks) about their jobs at home and away from home.
    1. What do you do?
    2. Where do you do it?
    3. Do you work by yourself?
    4. Can you do anything you want to all day?
    5. What did you have to do to get this job?
    6. What do you like about your job? What don't you like?
    7. What would happen if nobody did your job?

Unit III. School-occupational information (1-2 weeks)
  A. Who are the workers in the school?
  B. Who do these people work in a school?
  C. What other jobs do these people do?
  D. Interview school personnel with similar questions as those asked parents.
  E. What would happen if these workers were not here?

Unit IV. Community-occupational information (3-6 weeks)
  A. Where are some places you could work in your city? (Several field trips should be scheduled to the area stores, police and fire departments, city hall, post office, service shops, etc. to precede any specific discussions of jobs in these areas.)
  B. What kinds of stores are there? What kinds of jobs are in the stores?
  C. What are the jobs in gas stations and garages?
  D. What are the jobs in the police department?
  E. What are the jobs in the fire department?
  F. What are the jobs in city government?
  G. What are the jobs in doctors' and dentists' offices and in hospitals?
  H. What are the jobs in the zoo and with animals?
  I. What are the jobs in the post office?
  J. What are the jobs of others the children wish to visit or mention that are not in the immediate community.

Unit V. Develop attitudes toward work (1 week)
  A. What kinds of places did we see where people worked?
  B. What people we saw seemed to like their jobs? Who didn't?
  C. What did the people have to learn before they could do these jobs we saw?
  D. When would you have to go to work and how long would you have to stay if you did one of these jobs?
  E. Did the people we saw work for themselves or for someone else? What would happen if every person were his own boss?

Unit VI. Applying the things we have learned (4 weeks—end of the semester)
  A. Give children opportunities to choose different jobs available in the classroom.
  B. Discuss how the child's interests and abilities may help prepare him for a given job.
  C. Change jobs periodically, (every week or two).
  D. Evaluate experiences in each job the child holds.

RESTAURANT
FACTORY
CHURCHES
SYNAGOGUE
PLACES PEOPLE WORK

SAMPLE LESSON PLANS

The following lesson plan samples could be used in the introductory unit, the world of work.

First Day

Objective: To define "job" and "work"
Materials: Book, *The Plant Sitter,* by Gene Zion; word cards with "job" and "work" written on them.
Motivation: "Here's a story about a boy who wanted a job and made one up."
Procedure: Read the story. Allow the children to comment about the story. Ask some or all of the following questions: What was the boy's job? What is a job? Have you ever had a job? What did you do? What do you have to do to keep your job? What does it mean to work? What kinds of work do you like to do? Is work always hard? Can it be fun? Review the definitions the children gave for "job" and "work", showing the word cards. Tell the children that they will be talking about these two words in the future and challenge them to see how many can remember the two words for the next time.
Evaluation: Did the children enjoy the story? Did they respond to the questions? Did they come up with reasonable definitions for the two words? Could they relate the two terms to their own experience?

Second Day

Objective: To establish that all people do some kinds of work; that work is an enjoyable, normal activity for human beings; that without work there would be no food, clothing, shelter or other basic necessities and people could not survive.
Materials: Picture mounted on cardboard of various adults and children doing work that they enjoy.
Motivation: "If you can tell me what the words on these two word cards say, you may come up and sit down and we'll take a look at some happy people."
Procedure: Let children take turns calling the words "job" and "work" from the work cards. Show the children the pictures and ask some or all of the following questions: What is the person doing in this picture? How do you think the person feels while he's doing it? Have you ever done this? How did you feel? What would happen if no one did this work? Does everyone have to do some kind of work? What would you do if you didn't do any work? Tell the children you want them to start thinking about jobs that they do at home, at school, or in their neighborhood. They should each cut out one magazine picture to show one job they do and bring it to school tomorrow. There will be a special place that they will see tomorrow where they will put the pictures.
Evaluation: Did the children see that the people in the pictures were enjoying their work? Could they give meaningful answers to the questions?

Third Day

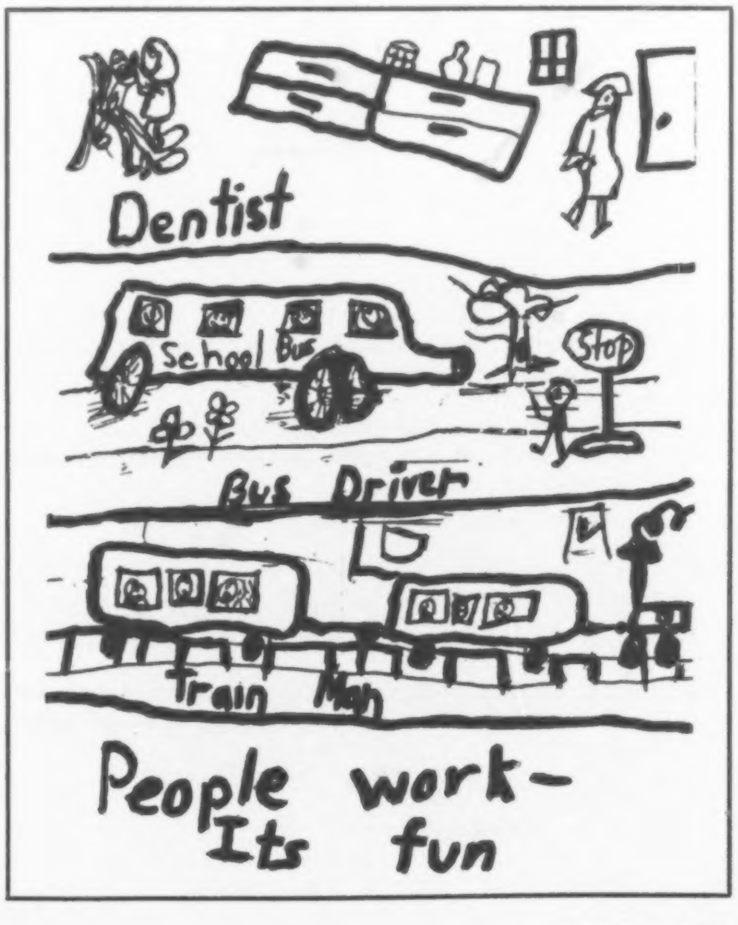
Objective: To enumerate different jobs the children do themselves.
Materials: Bulletin board (See suggestion for Unit I), 8½" x 11" newsprint, pencils, crayon.
Motivation: "How many people remembered their pictures of the jobs they do? Good. Have you noticed the special place I made for you to display them?"
Procedure: Direct children's attention to the bulletin board and discuss the heading, JOBS I DO. Have each child who brought in a picture pin his on the board and tell about it. Pass out the paper, pencils, and crayons. Have each child make a picture of a job he does at home. Teacher writes words beneath the picture to describe the child's job. Read the sentences and display the pictures if there is time. Invite the other children to bring in other pictures to show different jobs.
Evaluation: Could the children think of at least one job they have done at home?

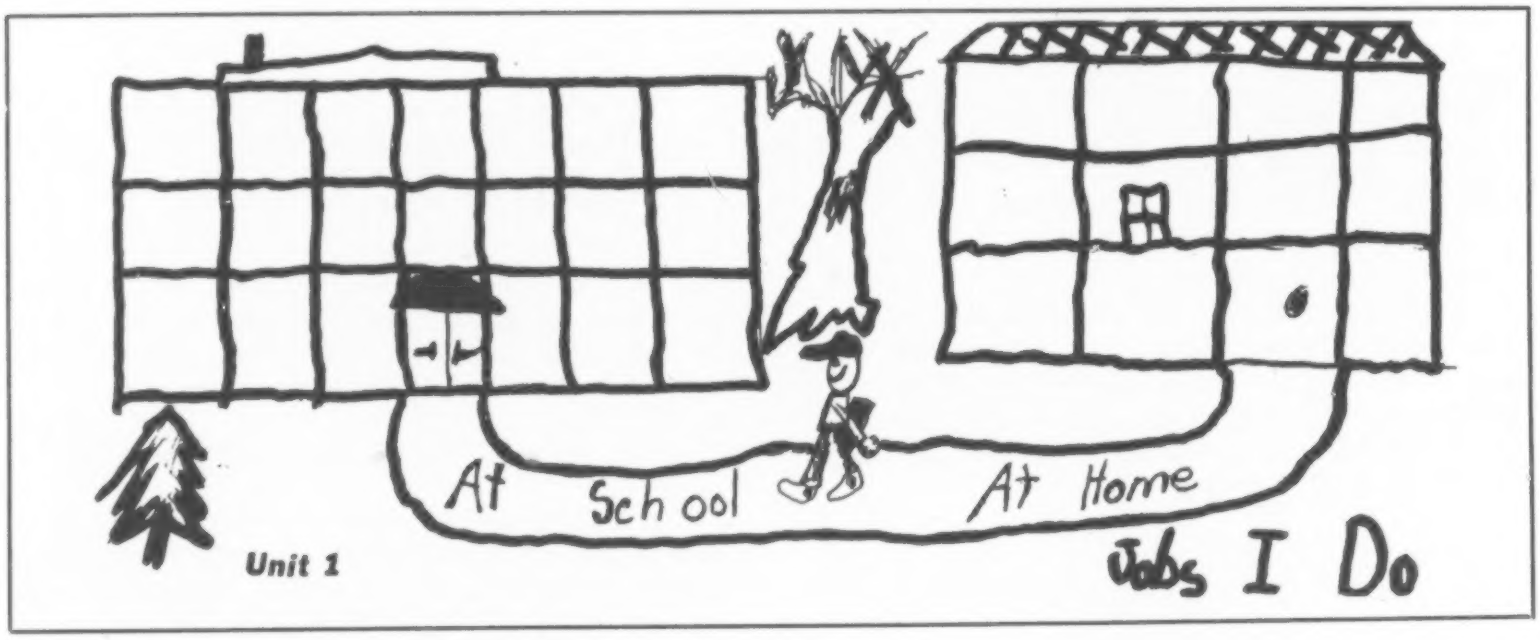
Fourth Day

Objective: To get the children to begin thinking of jobs other people do that they already know about.
Materials: Carla Greene's books *I Want To Be A . . .* series, at least one for each child.
Motivation: "Yesterday we were talking about some jobs that we do ourselves. Now I want you to close your eyes and imagine that you are 20 years old and you are doing a job that you know about now. When I clap my hands, open your eyes, and we'll act some of those things out."
Procedure: Give several children turns to act out their jobs using as few verbal clues as possible. Let the other children guess what the job is. Show the children the series of books, and tell them that you want each of them to choose one. They will take it home and have someone read it to them. At the next lesson, they will share what they learned from their story with the rest of the class.
Evaluation: Was there a variety of jobs represented in the pretending? Did the children have appropriate work skills to demonstrate for the job they had in mind?

Fifth Day

Objective: To share some of the facts learned from the Carla Greene series, and to provoke interest in learning about some of the other occupations.
Materials: Books the children took home to read to illustrate pictures of the jobs.
Motivation: "Everyone take out the book you took home last night and open it to three pages. Try to think of one thing you learned about the job on each page. When you have thought of your three things, bring your book up with you and sit down."
Procedure: When most of the children are seated for a discussion, choose one child to tell about his occupation, briefly. Encourage him to show pictures if he desires. Let that child choose another and repeat until several children have had the chance to share their findings. Let the children think of riddles to describe their job and have the rest of the class guess what the job is. This sharing can be done in several sittings to give each child an opportunity to tell what he learned. Encourage the children to trade books. If a tape recorder is available, the teacher could tape some of the books for the children to listen to and follow along in the books in their free time.
Evaluation: Did the children share some facts about the jobs they read about? Was there enough interest in trading books?





Unit 1

ADDITIONAL MATERIALS

In addition to the ongoing activities in the units, the teacher should plan some bulletin boards to stimulate and sustain the children's interests over the duration of the program. I would suggest these examples of visual stimuli:

Unit I

Have the children bring in magazine pictures or draw pictures to fill in appropriate spaces. Use vocabulary cards to write down simple job descriptions.

Play games matching vocabulary cards with the pictures they tell about.

Unit II

Children can bring in pictures that show what their moms or dads do at home or in their jobs outside the homes. These can be identified with a child's name and a sentence such as, "Tom's mother is a secretary." Arrange on a bulletin board.

Pictures the children bring in can serve as starting points to discuss a new occupation.

Children can dictate stories about their parents' jobs and make pictures to accompany them.

Children can invite their parents to come in and tell about their jobs.

Children can make reports on their parents, playing "news interviewers".

The Unit III bulletin board could deal with school personnel. It could be a school building in the background with cards showing the worker's picture and his job title that could be moved around to show the organization of authority in the school. This unit would be a good opportunity to compare how different people may do the same job a little differently, as in the case of teachers.

For Unit IV, I suggest making construction paper replicas of the stores and businesses in the town. The board could show the streets in the business area, and the children could place the buildings in the appropriate places on the map. The businesses could also be put close together as the children categorize them into businesses that do similar things. For example, categories might include service jobs, community helpers, merchants, etc.

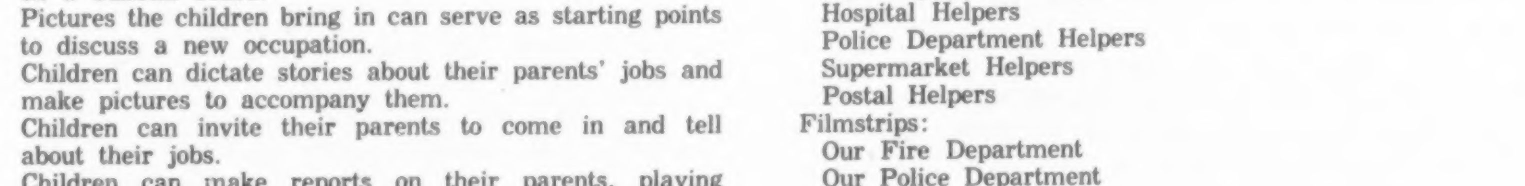
For Unit V, the bulletin board could become a Job Chart, showing jobs in the room that are available and the child's name selected to perform that job. The teacher should plan to change the jobs frequently and keep track of which child has done what job.

RESOURCES

Parents
School Personnel
Area businessmen and public servants
Books:
  Carla Greene, *I Want To Be* Books
    (On occupations from a ballet dancer to a zookeeper)
  Charlotte Zolotow, *Big Sister, Little Sister*
  Martha Shopp, *Let's Find Out About Policemen*
    Let's Find Out About Firemen
  Laura Sartan, *Let's Go To An Airport*
    Let's Go To A Bank
    Let's Go To A Circus
    Let's Go To A Police Station
  Gene Zion, *The Plant Sitter*
Picture-Story Units:
  Dairy Helpers
  Fire Department Helpers
  Hospital Helpers
  Police Department Helpers
  Supermarket Helpers
  Postal Helpers
Filmstrips:
  Our Fire Department
  Our Police Department
  Our Library
Record:
  Best in Children's Literature, "Community Helpers"

EVALUATION

I have tried to include an evaluation at the end of each daily lesson so that the teacher knows if she has been achieving her daily objectives. In addition to these daily evaluations, the instructor should pause at the end of a unit and assess how the unit fit into the general objectives she was trying to achieve. If important objectives were missed, this is the time to design activities which will focus on them. If the unit has seemed worthless, it should be acknowledged as such. The good portions can be saved and the bad portions deleted. Since this is an experimental type of program, I would not expect all objectives to be met on the first try. I have tried to state the objectives in behavioral terms when possible so that the children's actions and reactions will themselves be indicators of the success or failure of the materials chosen to implement the goals. *(For references, look under Exemplars heading in the Bibliography.)*



Drawings by Sarah Jaslow Age 9

Counselor Shock:

This article examines the current job market for counselors who are in, or attempting to get into, public school counseling. It does not examine the situation for counselors in higher education. This is a topic we can and will survey gladly if your interest supports it. Let us hear what you want, won't you?

What Strategies for Coping?

We are presently enduring a unique economic phenomenon in the placement of counselors and counselor-trained personnel. Consider the following information.

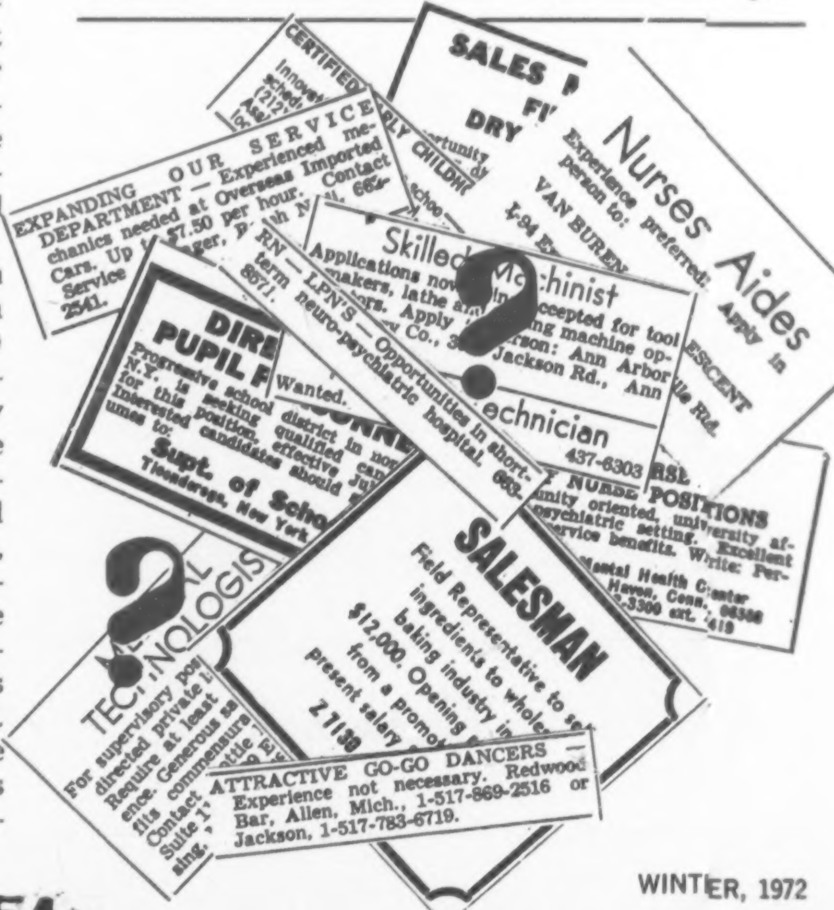
While it is true that the number of additions to the ranks of counseling exceeds the number of reductions from counseling each year, it is also true that this rate of growth has been curtailed recently. To complicate matters, it is more and more difficult to classify and keep track of the job opportunities available for trained counseling personnel. For example, there are an increasing number of indirect counseling roles available—in industry, in business (personnel work, organizational change), in drug programs, and the like. But the death knell is very definitely from the severe budgets, indicative of the present economic recession, and their effects on job opportunities! While manpower studies and business, industrial, and educational institutions point up a very definite need for greater numbers of people in counseling and counseling-related positions, institutional budgets just do not allow these needs to be met. Hence, our unique economic phenomenon: The supply of counselors and counselor-trained personnel is in close accord with the manpower demand, but the demanded positions are too frequently left unfilled because of present fiscal asperity.

By focusing more closely on situations in which counselors either (1) have been unable to find a job in the profession they have trained for, or (2) have been squeezed out of a position in their chosen profession, we have related here—anonymously and in case study format—several instances where this unique economic phenomenon has been felt directly in the counselor's world. Through personal contact with counselors and counselor neophytes, we were able to obtain information about the experience of undergoing an unexpected jolt in the world of work. This narration will include a description of the feelings which were prevalent as the counselors underwent their related "shocks". In addition, we will explore each case for the known or suspected causes of the abrupt changes and for the reasoning of the selection process. Finally, we will look at the positions which these counselors are filling today in hopes of completing the picture of the life styles which have evolved to accommodate a hostile economic market.

Yardstick

To give ourselves a yardstick by which to measure a counselor's chances of employment, let's look at the figures for advertised counseling positions in public schools published by the placement office of a large, midwestern university. Their annual report reveals some startling information: For the 87 candidates registered with them and looking for positions, there were 513 publicized requests for counselors in the public schools—*nationwide*. That is, this one university had 87 people competing with candidates from roughly 370 graduate schools for 513 publicized counseling positions! Some of these 87 candidates are "reactivated files", i.e., they have jobs and want to "shop" for another. Also, those who have jobs and are registered with the placement office and who decide to go back to graduate school are classified as *not* having a job.

The one universal limitation imposed by the public school on counselors is that they must have a minimum of several (two or three) years of teaching experience. This is definitely a barrier to those without teaching experience who are looking for a public school position. The outcome? Of the 87 "lookers," 34 reported they had secured jobs


CERTIFIED
SALES
DRY
Nurses Aides
EXPANDING OUR SERVICE DEPARTMENT — Experienced mechanics needed at Overseas Imported Cars.
Skilled Machinist
Technician
DIRE
PUPIL P
Supt. of Scho
Ticonderoga, New York
NURSE POSITIONS
SALESMAN
Field Representative
TECHNOLOGIS
ATTRACTIVE GO-GO DANCERS — Experience not necessary. Redwood Bar, Allen, Mich., 1-517-869-2516 or Jackson, 1-517-783-6719.

low priority hire-- high priority fire

(maybe the same one, maybe a new one). Thus, 53 counselors didn't report; either they didn't get or didn't take another job. Lest these figures portend an altogether gloomy prognosis, we might keep in mind our informant's parting words: "Even though jobs are scarce, if you're good and will go where the job is, it is much more certain that you can land a job."

□

Case 1

Holder of master's degree in guidance and counseling, she has no teaching or counseling experience and has been looking for a counseling position in New Jersey since May 1971. She has been to public schools, community colleges, state colleges, private colleges, the state employment system, and correctional facilities. She feels she is losing out to Ph.D's and master's with teaching and/or counseling experience who have moved out of the public schools. She feels her concept of self-worth and self-esteem is *very* highly tied to some form of work and, as a result, "had to do a little self-counseling there, for awhile." In spite of her frustration with the current economic market and moderate despair that improvement will be minimal, she remains rational and seems to be coping well with present reality. "It is very politically trying to get a job," she says. She plans to start a two year R.N. program in January and is aiming towards a job in gerontology or geriatrics. Why nursing? "When I looked at the newspaper ads, I saw a lot of positions for R.N.'s and L.P.N.'s."

Case 2

A doctoral candidate in guidance and counseling, who lost his position as freshman counselor in the engineering college of a midwestern university when the program was dissolved last fall, describes his coping with the present job market as a three stage development. Stage one was a "blissful ignorance" about job possibilities while taking course work. Stage two was a "disbelief" at the lack of available jobs upon market entry. (He checked conventions, placement offices, friends, etc.) Stage three was total frustration and anger at "being buffaloed"—not being made aware of the "no job guarantee" upon completion of his academic work. When a professor pointed out to him that no one had ever given him any sort of "job guarantee," he put his efforts into searching for the cause of his predicament. He sees the present economic recession as the cause, adding that he finally gave up looking for a job because the people doing the hiring were condescending about their openings; they had a "maybe we'll look at you" attitude. Presently, he expresses an annoyance at counselor educators and others in counseling who, he feels, neglected to predict the present slowdown and tightening of the job market. "This indicates an irresponsibility on their part," he says.

Case 3

Hired about seven years ago as the first counselor in a school district of 1300 students in California, this counselor worked full time his first four years and was "my own boss." He set up testing and scholarship programs and established the counselor role for the district. After several top administrative changes, a new superintendent and principal were hired simultaneously. The principal, a forceful administrator, took over the guidance office leaving the counselor with the responsibility, but without the authority, for running it. In successive years, he was given classes to teach *in addition to* his counseling responsibilities "because of the teacher-student ratio." Two other counselors were brought in; one was given the top counseling position. "All were really part time counselors." His determination to stick with counseling seems to have paid off. Some positive changes are now being made. "It was a period of complete demoralization . . . a bad two or three years. I even tried to get out of the system," he says, and "reached a point where I just about gave up." The turning point was the recommendation by an evaluation team, called in by the principal, which "charged all the school's problems to the guidance department." The study indicated a need for "authority plus responsibility," and the result was a recommendation for full time counselors. Why did this counseling flasco happen? Partially, it was caused by an overload due to a lack of finances.

Case 4

The setting is a pilot elementary school counseling program during 1970-71 in a midwest community of approximately 30,000. Two full time counselors were assigned to one elementary school for the year. The board of education and the superintendent of schools voiced acceptance of the concept of elementary counseling but did not support it behaviorally. A counselor in the program states that the priorities for elementary counseling were not set high enough; when a millage was defeated in the spring, the reading specialists, physical education, athletics, and all programs *except* the elementary counseling were retained in some form. She doesn't feel that the school system was so broke it couldn't afford elementary counseling, since "it had money for other programs." It appears to be a matter of priorities. "Most people don't really know what elementary counseling is all about." Although the principal supported both teachers and elementary counseling, the elementary school teachers felt impinged upon. Essentially, this counselor says, "the problem is really selling the idea of elementary schools; we need greater recognition for elementary school children from the universities on down." Along with her frustration with the low priority of elementary counseling in her system, she also recognizes "a waste of talent and training here," since she had to be trained for the job and is not now able to perform it.

Case 5

In a California school district, a severe loss of funding led to the elimination of all counseling positions, including that of the man who had been head counselor for seven years. Presently serving as the "guidance advisor," he states, "I'm really in kind of a vacuum, right now." Aware of an imminent fiscal shortage, the board of education allowed the faculty association of the district to determine the 10 services most wanted and the 10 services least wanted. Counseling was the last of the 10 services voted out. If it's any consolation, the two top priorities for returned services (when there is adequate money) are: (1) relief from overcrowded classrooms, and (2) return of counselors and counseling services. As evidenced by its order in returned services, teachers *do* see the value of it. "I'm not too happy about that," he says, then adds, "the decision of the board is final; I wouldn't strike." One of the problems he sees is for counseling and counselors to upgrade their image: "Some people see counselors as psychologists who are going to ruin the minds of their kids."

A 1971 Gallup Poll on the public's attitudes toward the public schools found that if a local school board were "forced" to cut some things from school costs because of a lack of funds, 32% of the people would favor reducing the number of counselors on the staff (49% would not). (Among high school juniors and seniors, 28% were favorable and 70% were unfavorable.) Note: This category was one of sixteen, each voted on independently (as favorable, unfavorable, and no opinion) and not rated against each other. For the complete results, see *Phi Delta Kappan*, September 1971.

Case 6

After 11 years of counseling, plus five years of teaching in a Midwest community, this high school counselor was sent to teach at a junior high school. The cause: financial straits, which brought about the consolidation of two school districts. The board of education decided to cut numbers in counseling and personnel services. Announcing its decision in February (1971), it notified this counselor in June, two weeks before the end of the term. Although he would rather counsel, he is very happy teaching and doesn't see any satisfaction to be derived from brooding about his forced change. He's evidenced at least one startling discovery: "I definitely think that kids become closer to their teachers than to a counselor." He adds tellingly, "I wouldn't have said this a year ago." The one thing that bothers him is the damage this forced change can cause if he looks for another job. It will look bad on paper and will be hard to explain to potential employers. Several of the other counselors pleaded their cases before the board and superintendent. Although he believed he could have made his case, he didn't feel the need.

Case 7

In the spring of 1971, a large city school system in New York removed its director of pupil personnel services—a man who had been in the system for 25 years—in an apparent attempt to cut back the guidance services in the system and place them under a non-professionally trained person. The stated reason was financial adversity; guidance services were seen as a low priority item. Both the state teacher's organization, which obtained a "show cause" order against the system, and the state guidance association brought pressure on the system and, to this date, the school system is attempting to justify its decision *not* to involve the professional staff of the school system or professionals from the state guidance association in the original decision. There seem to be factors in the initial decision that have not been aired publicly. This points to an existing and major problem in communication between top level administrators and all levels of personnel workers in the system's schools.

□

If we ponder the information in the yardstick and the seven cases presented here, we should be able to develop some suggestions—perhaps even guidelines—that will be helpful to use as professionals. For instance, it appears harmful, in today's market, to limit yourself to searching for employment in one specific, geographic area. Also, in today's economic situation, it is a high risk strategy to expect to obtain a public school position in counseling *without* the requisite two or three years of teaching experience.

Yet, there are some more global considerations to which we can attend. It is these broader considerations, interspersed with several more specific matters, that will constitute the remainder of our discussion.

A. Wouldn't it be helpful (more accurately, wouldn't it be realistic) to line up an area of need within the framework of counseling *before* undergoing any training? That is, why not locate areas of job opportunity that would favor counselor training as appropriate preparation, and then agree upon an emphasis within the chosen counselor training that is appropriate to the available jobs? (This would be preliminary to undertaking any training in counseling.)

B. Let's emphasize to prospective and *present* counselors-in-training that there are no job guarantees that accompany the training itself.

C. Counsel these training counselors about their professional aims, their developed knowledge base, and their skill mix; then search out avenues for productive employment that would closely "match" the job to the counselor and his unique capabilities. We do *not* advocate matching the counselor to the job, for this signifies to us that the counselor is not "right" for the job without some major modifications in the counselor.

D. How about working on better communication between counselors, faculty, and other staff? We think there is a continual need to reemphasize the fact that all of us in education are involved in a *joint* venture—for the benefit of the students. Certainly, we all have our reasons for choosing to be professionals amidst the educational process. But problems occur (i.e., communication is blocked) when we allow our reasons to become more important than the education of the students. We begin to compete with other faculty or staff members; we cause the totality of all our inputs to become fragmented and less meaningful to the students. Students cannot see or understand their education as a process that is encouraged by the many varied inputs all of us "specialists" make, when we ourselves obscure the fact that it is *together* we provide the gestalt of the educational experience.

E. Communication is important between the counselor and his principal; likewise, between the counselor and the superintendent, and between the counselor and the board of education. Here the key is accountability.

We, as counselors, need to draw a clear definition and distinction, then an understanding and agreement as to what the counseling job entails and what the responsibilities are. Essentially, what is it that I as a counselor am being held accountable for? Are these things that I am accountable for not only reasonable, but also within the expectations of one person and the time limits and resources available; or am I being held accountable for something of which I am unaware or with which I disagree? In either case, it would be helpful to determine what *kind* of evidence those in decision making positions look for when deciding the priority which your services merit. Get that communication link with the decision makers humming and reach some accord on the basis for priority judgments.

F. An inference we make from our case studies is that priorities are built on urgency, which is often caused by budgetary constraints. When money gets tight, its allocation is made on the basis of merit as determined by priorities. But how do we respond to the problems of the minorities, of drug abuse, and of other immediate crises? And, to which problems do we respond when we are working out of a developmental framework? Build in an operational flexibility that can accommodate both a short range immediacy operation and a longer range developmental mode. With such a dual operation will come the recognition that counseling services are *integral* to the educational process.

G. Test your working environment for existing support for the counseling services provided. Survey the existing environment for the nature of your support base, and build in the opportunity for respondents to influence what you are doing and will do. Your surveys should be of both the formal and informal variety and ongoing. A regularly taken short survey of needs for counseling services and responses to existing services makes a powerful communication to the decision makers. Fortify your program with services that make you more valuable and a necessary center for the other "specialists," students, faculty, and staff.

H. Counselor educators and counselor education programs: Take an inventory of what you're accomplishing—presently. Are you producing more trained counselors than the present market can absorb fiscally? If so, isn't this a time to be putting less emphasis on the quantity of your products and more emphasis on the quality of these products? Now could be a time for investing available funds and redeploying other funds into program evaluation and development and into the development of new and revitalization of old resources. This could be a time for rebuilding counseling programs, for reshaping them to provide for future market needs and manpower projections. How are you meeting the needs of this time?

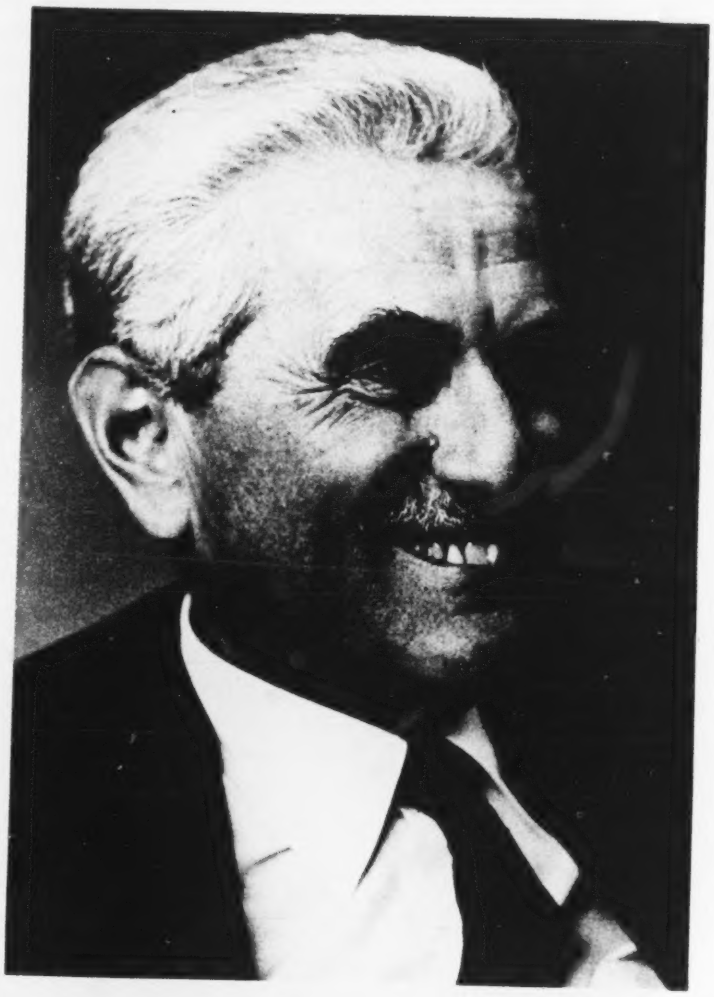
I. Another strategy that has effectively closed the power gap between local school administration and local counseling personnel is the latter's bringing the power of the state guidance association to bear on administrative decisions that appear to be fostered out of the existing imbalance of power. By exposing "quick" administrative decisions to the public and to professional scrutiny, counselors and counseling associations can equalize their position for being heard by the administration. In doing so, counselors will establish themselves as a professional group to be dealt with. This professional clout is legitimate and often necessary to draw attention to matters that would otherwise be decided privately by school administrators, superintendents, and boards of education.

If you accept the premise that "the only one who will look out for number one is number one," then it follows axiomatically that we counselors must work together—in the school, in the school system, and in each state. The ties we develop across these organizational boundaries can effect a sharing of the decision-making power which, if we are divided and separate, can be used against us.

J. Finally, enter counseling on-stage with the idea that you will always be "under the gun" to prove yourself and the "necessity" of your provided services. Assume that someone is always out to cut your budget or the extent of your services and act accordingly! Build in an ongoing evaluative mechanism that is sensitive to the needs of your target audience—colleagues included. Utilize these people for feedback on how they rate your services as providing and accomplishing their stated purposes. Make your program for reevaluation and redesign an ongoing function of your counseling services. Only by establishing evaluation as a *constant* in your program can you convert from the defensive posture of reactive strategies to the offensive posture of pro-active strategies.

If what we counselors need is a greater sharing of experiences about counselors hired and discharged or moved about without forewarning and "due cause," i.e., a greater sharing of experiences about hiring retention, then we wish to commit ourselves and *Impact* as the medium to the dissemination of this information to other counselors. If you know of counselors who have undergone similar retention or hiring trauma, write us and let us know in order that we can alert (with anonymity) a wider counselor audience to the reasons given and the apparent causes for these developments. Just get the information to us in any form convenient to you (typed, handwritten, or phone us at 313-764-9492) and we'll get the information out in published form. Our resolve is for developing effective strategies to deal with the given situations; our determination is to enable counselors to lessen their vulnerability to a point where assigned priorities will not reduce inordinately the services they provide in the *gestalt* of the educational experience.

Ginzberg Revisited



Eli Ginzberg presents **Impact** *with "A Few More Words on Career Guidance." We are pleased with this opportunity to provide extended feedback from Ginzberg as he re-views his words and thoughts through the eyes of reactors.*

A man who has had the opportunity to have published a book of 331 pages outlining his views on career guidance (*Career Guidance*, McGraw-Hill, 1971) and then has been permitted to amplify them in an interview of twelve pages in, "Career Guidance: Is It Worth Saving," *Impact*, Fall 1971, might be well advised to recognize that he has had his say. If he, nevertheless, decides to return to the subject to take into consideration what informed practitioners, educators, and theoreticians have said about his work, he must avoid repeating his earlier formulations and thus avoid boring his readers and imposing on the good nature of the editor. He can, however, try to narrow the differences between the critics and himself when these differences stem from their misunderstanding his analysis and conclusions and do not reflect basic disagreements in value judgments or research findings. I will therefore deal seriatim with the disagreements which I believe can be narrowed, if not eliminated, by this reply. First, however, I want to thank the several reactors for their responses to my interview which were thoughtful, clarifying and insightful and from which I, for one, learned much.

Guidance in Elementary Schools

I do not oppose any sensible effort which would reduce the number of children in the elementary grades who have difficulty in adjusting to school and mastering the curriculum. I am disturbed, however, by the limited success we have had to date from a wide array of programs and indeed I am not optimistic about the most recent nostrum —the replication of the British open school. Since I believe we understand very little about the root causes of failures in elementary schools and even less about the preventive and remedial actions that are likely to be effective, I am particularly skeptical about the concept which would project substantial progress from placing more guidance counselors into the elementary school. The reasons for my skepticism are that the potential personnel impact is too small to make a difference; the functions which counselors would perform are too unspecified; their training largely irrelevant. Nevertheless, as soon as reliable evidence is forthcoming that guidance counselors in elementary schools can help children with learning and adjustment problems, I will be in the forefront of those recommending that such a program be expanded.

Career Guidance and the Total Human Being

We do not question that the "career guidance process must deal with the total human being and his potentialities." Let us grant this premise; what conclusions follow? Does it mean that the guidance counselor must explore Johnny's difficulties with his parents, with his girl friends, with his peers, if these have little or nothing to do with his career decision-making? We say no. Guidance counselors should stay with their task of helping people to develop a strategy which will enable them to make more effective choices in preparing for work and careers. We admit that a disturbed adolescent or adult may be unable to make sensible choices with respect to his job or career because of deepseated emotional problems. But these problems fall outside the domain of the career guidance counselor. He should do no more than assist the individual to find competent help.

Youth Counseling: In and Out of School

We do not have a "theoretical preference for moving youth counseling out of the school setting." At least, this is not my position, although it was strongly held by one of my associates. But I am impressed with the following facts: many young people are so turned off by school that they seek to break loose at the earliest possible moment; others leave as soon as they are permitted to, although they may return at a later date; there is a big inflow of young men into and out of the armed forces, many of whom could profit from more effective guidance services. Because of these as well as other grounds (draft counseling), we want to see a strengthening of guidance services outside of the school, while at the same time we definitely support a vast expansion and improvement of career guidance services in junior and senior colleges.

Federal Support for Education of Guidance Personnel

I have been accused of "doing the field no service" by recommending that the federal government finance only advanced training for teachers of guidance and not support the education of practitioners. However, this is not the full reach of our recommendations, which include the continued support of the programs of training of practitioners by the Veterans Administration, NIMH, and the Social and Rehabilitation Service. Secondly, we suggested new federal appropriations for improving the career counseling competence of the Employment Service. We did argue against the federal government's financing a broad new program specifically for the basic education of guidance counselors. We took that position because of our philosophy encompassing the proper present and prospective role of the federal government in the financing of the education of graduate students, a philosophy which at the time—and even more now —appears to fit the changing circumstances of the labor market for educated manpower.

The Active Participation of Parents in Guidance

We do not question that parents can, and on occasion do, put excessive pressure on their children to apply to certain schools and to prepare for certain careers. But, although some parents press too hard or in the wrong directions, most parents do have a significant role to play in assisting their offspring in their occupational decision-making—especially educated parents who are in the upper ranks of the occupational structure. It is likely that more children suffer from lack of parental involvement than from an excess. Moreover, what evidence is there that guidance counselors are better equipped to assist young people from upper income homes than their successful fathers who are physicians, lawyers, architects, businessmen, professors?

It would be naive to assume that the five reactors to my book and interview will feel that I have been responsive to their trenchant criticisms. I can merely remind them that this response was written in the hope and expectation of eliminating those disagreements that derive from misunderstandings of my approach and findings. In the area of *beliefs*, I agree with Kenneth Hoyt: Each of us will have to form his own conclusions. ■

IMPACT BUILDS

On last December 3 and 4 the Hilton Inn in Ann Arbor, Michigan was the site of the first **Impact** Workshop. This first Workshop was concerned with Career Guidance in accordance with our plan of following major content articles from **Impact** with workshops. Approximately 60 people from Michigan, Ohio, Minnesota, Indiana, Kentucky, New York, and Canada were in attendance.

Activities started out Friday with a wine and cheese party. The purpose of this pre-session was to have an informal get together in order to allow participants to get to know each other and the Workshop staff. Discussions centered around business as well as pleasure and some participants even took advantage of using the Hilton's beautiful domed swimming pool.

As promised, the Workshop was a "fast paced," "hands on" experience. After an orientation session Saturday morning, Dr. Walz gave an overview of developments in career guidance followed by a presentation and discussion of career guidance objectives at the elementary, junior high, high school, and post high school levels by Dr. Juliet Miller. Participants then had the opportunity to attend as many as three interest sessions; the sessions had been identified as being particularly relevant by participants when they preregistered. A Career Resource Center was also available. This center contained ERIC documents, ERIC microfishe and viewers, commercial publications, catalogs and kits, state and national government publications and ERIC/CAPS publications. After a buffet luncheon, participants again had the opportunity to talk with the interest section leaders on visit the Career Resource Center. The workshop concluded with an open discussion of program planning, adoption considerations, and planning for future contacts with workshop participants.

Although the workshop officially ended late Saturday afternoon, several participants made use of our offer to open the ERIC/CAPS Learning Resources Center on Sunday.

In addition to the ideas generated through the workshop experience, participants also received a large resource bag containing pamphlets, catalogs, bibliographies, articles, and reports on career guidance. Also included were copies of **Communique, CAPS Capsule,** and the **Searchlight** packet on achievement motivation.

Here are some comments from the participants:

- Excellent!
- Really enjoyed myself!
- Got some information immediately useful in my work.

WORKSHOP SKILLS

- Very enlightening.
- Only "unfortunate" factor was the limited time.
- Good opportunity for exchange with other professionals.
- Group sessions were most helpful.
- Informative . . . good interaction among participants.
- Enjoyed the opportunity to do individual exploration.
- Stimulating!
- Perusal of resource materials was most beneficial.
- Very informative.

The second **Impact** Workshop will be on Achievement Motivation. Like our first, it will be a "learn how" type of experience-fast paced, highly focused, and designed to build skills and understandings.

Please send me additional information on the **Impact** Workshop on Achievement Motivation:

Name ____________________

Address ____________________

____

Position ____________________

Phone ____________________

Send to **Impact**, P.O. Box 635, Ann Arbor, Mich. 48107.

Would You Like a Regional Impact Workshop?

As you probably know, several **Impact** Workshops have been designed for this year. Our first workshop on Career Guidance was well received and well attended. However, we received several letters from counselors throughout the country indicating that although they wanted to attend the workshop, they were too far away to come to Ann Arbor. Why, they wanted to know, couldn't these **Impact** Workshops be held on a regional basis so more interested people could attend?

This interest led us to consider the possibility of working with groups throughout the country to develop ways of offering **Impact** Workshops in other geographic regions. We might say, "have resources, will travel." We think that it is quite possible to work with groups utilizing **Impact** Workshop materials in combination with local area expertise to develop "impactful" workshops throughout the country. We would like to provide this opportunity if **Impact** readers feel that there is need, interest and support for this idea.

Any individuals and/or institutions which are interested in jointly sponsoring an **Impact** Workshop in their local area are encouraged to write us at: **Impact**/Workshop, P.O. Box 635, Ann Arbor, Mich. 48107, or call us at ERIC/CAPS. Telephone: (313) 764-9492.

searchlight

Relevant Resources in High Interest Areas

Searchlight focuses on identifying and making available relevant resources on topics of current interest to counselors. Each *Searchlight* package contains a bibliographic listing with abstracts and annotations. Citations are taken from three major sources: (1) documents—submitted for inclusion in *Research in Education (RIE)*; (2) journals—selected from over 500 journals screened for the *Current Index to Journals in Education (CIJE)*; and (3) *Dissertation Abstracts International*. Ordering information for the complete documents is included.

Impact searches provide the means for a counselor to obtain an intensive and extensive search of an important area rapidly and at low cost. (Orders for all *Impact* searches are mailed the same day they are received.)

Retrospective Searches

These searches cover materials in *RIE* from November 1966 through June 1971, *CIJE* from January 1969 through June 1971 and *Dissertation Abstracts* from January 1968 through June 1971. Each search costs $1.00.

Listed below are the Retrospective Searches which are now available.

1R School Discipline and Student Rights
2R Counseling the Pregnant Teenager
3R Articulation
4R Counseling for Drug Abuse
5R Counseling for Achievement Motivation
6R Improving Counselor Public Image
7R Program Evaluation and Accountability
8R Parent Counseling
9R Confidentiality
10R Students as Resources

(Content descriptions of the searches listed above can be found in *Impact*, Fall 1971, p.31.)

Demand Searches

These are individually contracted searches and the cost of these searches will be made on an individual basis.

Impact solicits suggestions and ideas for Searchlight and encourages readers to send in nominations.

New Searches

Searchlight announces the following new retrospective searches which are now available:

11R **Counseling the Aging**—Methods of viewing the aging, and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years (25 document abstracts retrieved).

12R **Vocational Counseling of Disadvantaged Students**—Guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students (Approximately 50 document abstracts retrieved). This search covers materials through December 1971.

Current Awareness Searches

These are semiannual updates to the Retrospective Searches. The first updated searches cover the time period from July 1971 through December 1971 and are in the same format as the Retrospective Searches. Each search costs $1.00.

The following Current Awareness Searches are now available:

1C1 School Discipline and Student Rights
2C1 Counseling the Pregnant Teenager
3C1 Articulation
4C1 Counseling for Drug Abuse
5C1 Counseling for Achievement Motivation
7C1 Program Evaluation and Accountability
8C1 Parent Counseling
10C1 Students as Resources

(Current Awareness Searches for 6R, 9R, and 11R will be a yearly update due to the small number of applicable documents retrieved in the semiannual update search.)

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Mini-Topical Analyses from the ERIC/CAPS Information Bank

School Integration

Prior to the Supreme Court decision of 1954 banning separate educational facilities on the basis of race, hardly any published research on school integration could be found. Within the past decade, however, there have been numerous articles and research into school desegregation and school integration activities. Several significant articles and studies have surfaced in recent months which pertain to school desegregation. Achieving meaningful school integration in the schools is among the current priorities of the Office of Education and it is likely to remain a major concern in the future of boards of education and local school districts.

Studies of school integration have focused largely upon measuring the impact of desegregation. Studies on desegregation have investigated student adjustment; pupil achievement and learning; racial attitudes of students, parents, and teachers; and facilitation of intergroup communication. Integration studies have been conducted on student populations that range from K-12. Investigations have assessed the effects on the achievement of those students entering the integrated school, as well as the effects on the achievement of the receiving students.

Among students racially integrated at the beginning of kindergarten and those exposed to racial integration at the start of the second grade, it was found that white students earned significantly higher reading achievements and growth scores through grade four than did blacks, but the observed differences were no longer evident when differences in aptitude were taken into account (Smith 1971).

Although studies on the effects of racial integration upon achievement have been prominent, studies of the effects of school desegregation upon attitude have been more prevalent. Positive changes in attitude among white students have been sought by exposing them to units of ethnic studies. Exposure to new knowledge has been found to be closely related to attitude change which was measured following treatment. The maintaining of newly-formed attitudes toward racial and school integration, however, seems questionable for a delay in post measurement has shown no change in attitude.

Characteristics of white students with relative negative attitudes toward black students bussed to their schools have been explored using three sets of independent variables: student ascribed statuses, achieved status in school, and the degree of interracial student contact experiences in and out of school (Useem 1971). On ascribed status variables, male students from lower socioeconomic backgrounds showed a strong tendency to express negative feelings toward bussing while more favorable attitudes were manifested by students whose ethnic background was Russian or Eastern European or whose religious background was Jewish. When attitudes toward bussing were examined in terms of "achieved" status variables, students with lower grade averages and low ranking in the hierarchy of ability groupings held more negative feelings toward bussing on interracial contact variables. It was found that more positive attitudes toward bussing were held by those students who had been in equal status contact with blacks prior to school. Even though there may be positive effects of interracial contact, the inimical influences of socioeconomic and academic status on attitude appear to exert stronger influences. The direct and indirect positive effects of interracial contact, however, tend to mitigate to some extent the tendency for low-status students to express hostile attitudes.

The effects of integration programs are being evaluated through interactional process analysis techniques (Seidner 1971). Blacks and whites have been grouped and studied based upon their experience in integrated and nonintegrated programs. They have been observed under experimental conditions to measure the extent of association. In small biracial group interaction, black children were less task-oriented. There were several unexpected observations: there was more interaction by nonintegrated blacks with members of the group than was apparent for integrated blacks, and white children from integrated schools were more dominant in group interaction than white children from a nonintegrated school program. The interaction analysis technique appears to be useful in research, but additional studies need to be conducted with larger samples under varying experimental treatments and where individual interaction basal level is assessed.

Socialization of Youth

What are those factors which act most strongly upon youngsters, shaping them into the beings they eventually become? How can parents and educators benefit from knowing what it is which makes the strongest impact on their children?

Although there has long been an argument on "nature versus nurture" regarding behavior and performance levels, education today seems directed to the nurture concept—accepting the premise that all students can learn and attempting to compensate in the educational environment for what is lacking in the home.

Who are the most influential persons in the socialization process of young persons? Are they parents, teachers, adult acquaintances, friends? Parents, despite wide reports of the "generation gap" are still seen as the group with the greatest influence over youngsters (Haurek, 1970). Not only do parents exert influence in the area of college aspiration and attendance, but also in the area of information dissemination (Looft, 1971). This may appear to be a surprising and, no doubt welcome, revelation in view of all we hear concerning the lack of communication between parent and child, particularly at the adolescent level. Children still look to their parents for answers—the hooker occurs when the parents cannot, or will not, respond. As children reach adolescence, the peer culture shows increasing importance as a reference group, but it does not generally supplant the parents as a unit of information dissemination. Such research findings have far-reaching implications for parents —it is most important that they make themselves available to their offspring from infancy on, doing their utmost to be responsive as well as responsible parents. It is when parents fail to respond that young people seek alternate—and often less desirable—"intimates."

What are seen as the primary concerns of young people as they reach late adolescence? According to a report from the Youth in Transition Project (Bachman and Van Duinen, 1971), the greatest single national problem is still the war in Vietnam, although there seems to be a "quieting down" of organized protest which corresponds to the "winding down" of United States involvement. Coupled with the accumulated frustrations over Vietnam is a general cynicism toward government, which the 18-year-old vote may, hopefully, reduce. The racial question is, of course, of ever-increasing concern, not only to youth but to all people; however, youth does not see further government intervention as the solution. Perhaps surprisingly, many young men, in their concern over crime and violence, would like to see more stringent law enforcement as well as stronger court action against lawbreakers. Ecology, as expected, has a high priority with young people, and it is their feeling that pollution in particular should be dealt with firmly. Their expression of concern for the environment has been a strong factor in generating action among adult groups and legislators, resulting in new laws, test cases, and attempts by industry and government to clean up our air and water. Young people are particularly concerned with the population problem and see contraception as the answer, although their knowledge about birth control appears more limited than is generally realized. This limited knowledge might speak to the legitimate need for a better foundation in sex education during the pre- and early adolescent years.

Generally speaking, the concerns of youth are the concerns of adults; the solutions of youth, however, are often simplistic. It appears that young adults have been more acculturated into the mainstream of America than they, perhaps, realize. They do need to be educated, however, for more responsible citizenship in hopes that they can thus provide the kinds of solutions which are less simplistic than they currently advocate and more workable than those being tried.

What about the high school activist? How is he different from his nonactivist peers? Care must be taken to differentiate between the genuine activist and the violence-prone militant who is likely to be alienated from both school and society. Research findings suggest that, contrary to much popular belief, activist students are not alienated but rather are highly involved young people, deeply desirous of participating in those areas which influence their lives. They are anxious to effect changes in those educational and social institutions which they feel will permit them a fuller and more creative participation in, and relationship to, their environment (Lewis and Lewis, 1971).

In summary, young people are influenced primarily by their childhood relationships with their parents, suggesting the need for parents to take time to be responsive to the natural inquisitiveness of their children in hopes that such relationships will extend into adolescence and narrow the "generation gap." Young people are concerned about their environment, about their nation's involvements, about racial conflict, about overpopulation—in short, about most of those areas which concern their parents. The generations often differ in their approaches to solutions. When young people become actively involved in attempts to effect change, they are labeled "radicals." When they adhere to "the system" they are termed "apathetic." When they become alienated and drop out of school they are termed "delinquents." There seems to be a label for everyone!

(For references, look under Printout heading in the Bibliography.)

Do you have an article written or an idea for one you would like to write? If so, why not submit it to Impact. We will be glad to evaluate it for possible publication. Submit copy in double-spaced typewritten format. Manuscripts will be returned only if accompanied by return envelope and postage.

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JOURNALS AND NEWSLETTERS

Tune In—a periodical dealing with drug abuse is intended for radio and TV broadcasters. Order from Clearinghouse for Drug Abuse Information, Media Services Section, 240 WT, 5454 Wisconsin Ave., Chevy Chase, Md. 20015.

The **STASH Press** (Student Association for the Study of Hallucinogens) at 638 Pleasant St. in Beloit, Wisconsin, publishes whole reams of newsletters, pamphlets, reprints, and constantly updated bibliographical listings—all free. Most of it is written by doctors, who report on the drug research they're doing from a remarkably unbiased standpoint.

BOOKS

Environmental Psychology by William Ittelson, Harold Proshansky, and Leanne Rivlin (Holt, Rhinehart and Winston, 1970. 690 pp. $15.75). A book for those interested in the effects of physical surroundings on behavior.

White Attitudes toward Black People by Angus Campbell (Institute for Social Research, University of Michigan, Ann Arbor. Mich. 48104 177 pp. $8.00 cloth, $5.00 paper). Report of a Survey Research Center 15-city study which surveyed racial attitudes between 1964 and 1971. Data is provided on the nature of white attitudes, attitudes toward social action, social location of white attitudes, racial differences in the quality of urban life, relation of white attitudes to dissatisfaction and powerlessness, white attitudes in the suburbs, and stability and change in racial attitudes.

People in Context: Measuring Person-Environment Congruence in Education and Industry by George G. Stern (John Wiley and Sons, 1970. 402 pp. $13.95). Describes the distinctive facets of five types of college cultures in the United States and shows their implications for education and society in general.

Making New Schools: The Liberation of Learning by Joseph Turner (David McKay Co., 1971. $5.95 cloth, $2.95 paper). Describes current experimentation on all levels of education, proposes new experiments, and discusses means by which new ideas about educational processes can be made to work.

The New Colleges: Toward an Appraisal, edited by Paul L. Dressel (American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, $3.00). A collection of articles that review the records of experiments in cluster, inner, residential, and "new" colleges, and suggest methods of evaluating such programs.

Correlates of Student Interest in Social Issues by Robert H. Fenske and James F. Carmody (Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240. $1.00). A study of the degree of interest in eight contemporary social issues exhibited by a national sample of 5,623 students. Several educational variables, such as size of college and academic major, are studied in relationship to this interest.

On the Job, edited by Joseph L. Norton, (J. G. Ferguson Publishing Co., 1970. 260 pp. $7.95) Life style of workers is presented in this compilation of 65 first person accounts of day to day experiences. Chapters are organized by job task requirements: attention to detail; selling; work with things; management decision makers; and service for others. A useful supplement to occupational briefs is included.

Stroke a Slain Warrior by Frank Michael Contina (Columbia University Press, 1970. 231 pp. $6.95). Accounts of the "kind of lives led by 17 drug-affected individuals" presented through dialogue with the addicts themselves. Contina (a pseudonym for a consultant to several federal and state agencies dealing with addiction) raises questions about the "persistent nature of drug addiction" and calls for a better understanding of those who abuse drugs in hopes of finding ways to help them. This book is fascinating reading and should be invaluable to therapists, doctors, teachers, and social workers.

Directory of Drug Information Groups by the Student Association for the Study of Hallucinogens (STASH Press, 638 Pleasant St., Beloit, Wis., 1970. 177 pp.). Written to provide information on drug education, counseling, and treatment programs this guide presents —by state—listings of organizations and agencies which offer services in the area of drug use. Contact persons are included where available. While not a complete guide, this directory should be very helpful to users themselves as well as to all those who work in the area of drug counseling and education.

Nobody Can Teach Anyone Anything by W. R. Wees (Doubleday and Company, Inc., 1971. 199 pp. $5.95). The author is concerned specifically with Canadian public education which he sees as similar to the American system. He lambasts the historical concept of education as a means of preserving the status quo and applauds the changes which are slowly occurring. He calls upon parents and teachers to regard children as persons and not merely as extensions of themselves and stresses that the "arm of education must be to nurture the power of thought." A strong indictment of past failures, together with a confident look at the future.

Runaways by Lillian Ambrasino (Beacon Press, 1971. 150 pp. $1.95). Young people run away "to hide to escape, to forget . . . to begin. It can be both renewing and destructive." Written for runaways, their parents, and those who advise both, this pocketbook "describes problems faced by runaways, methods of survival, medical and legal considerations, and where to find help." The author suggests that society should consider providing "safe, constructive sanctuaries for young people who feel they must leave home."

Native Americans: The New Indian Resistance by William Meyer (International Publishers, 1971. 95 pp. $1.25). Written by "an Eastern Cherokee long active in the struggle for Indian rights," this pocketbook deals largely with current concerns over longstanding treaty rights which raise the more fundamental demand for full Indian self determination. "Since it is on the basis of self determination that Indians will enter into alliances with other oppressed minorities, this guide is indispensable for all who are engaged in current social movements."

Games for Growth: Educational Games in the Classroom by Alice Kaplan Gordon (Science Research Associates, Inc., College Division, 1970. 205 pp. $4.25, $3.50 for schools). Games are fun, and are therefore considered suspect for use in education since education is a "serious business." In actuality, a game is "essentially a simplified slice of reality," and serves as a vehicle for testing the process of learning. While the author does not suggest that games be used to the exclusion of other teaching techniques, she does feel that they are effective in changing attitudes and, as such, allow for better utilization of all other media. Sounds useful for classroom teachers and counselors.

Every Kid a Winner: Accountability in Education by Leon Lessinger (Science Research Associates, Inc., College Division, 1970. 231 pp. $7.95). ". . . a clear formulation of the thinking behind and the development of what Lessinger calls 'educational engineering'. Outlined are steps schools can follow to attack their educational problems. This book furnishes fuel for debate among administrators and teachers by pointing out the inadequacy as well as the fallacy of many cherished assumptions. It should be read for clarification of vague discussions regarding performance contracts, professional incentives and accountability."

RESOURCES

Women: Become a Lawyer. For information on women in law, becoming a lawyer (you don't need a B.A. in California), applying to law schools, and profiles of California law schools' admissions standards, and environments for women students, write to the Boalt Hall Women's Association. U. C. School of Law, Berkeley, Calif. 94720.

School List and **Growth Centers List**—both free from Association for Humanistic Psychology 584 Page Street, San Francisco, Calif. 94117. The School List could prove helpful to anyone looking for a college program that could be encompassed by the words: person-centered, innovative, self directive with a minimum of requirements and bureaucratic hassle, emphasis on personal growth, Humanistic Psychology, "Third Force" Psychology. The places on the Growth Centers list do not grant degrees and use various methods for fostering self development.

Selected Drug Abuse Education Films (10¢)
Guide to Drug Abuse Education and Information Materials (20¢)
Drug Dependence and Abuse (60¢)—a bibliography
Drug of Abuse (40¢)—an illustrated primer.

All the above are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The Self Directed Search is an instrument which enlists the student in a thoughtful assessment of his own interests and abilities and leads him logically to survey a number of occupations for which he seems best suited. Designed to be answered, scored, profiled, and interpreted by the student. Specimen set $2.00. Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, Calif. 94606.

National Center for Information on Careers in Education (1607 New Hampshire Ave., NW, Washington, D.C. 20009) offers guidance materials such as posters, handbooks, bibliographies, reprints, and occupational guides regarding career opportunities in the field of education.

The American Personnel and Guidance Association is introducing **a new series of 16mm color and sound films.** The 12 programs in Project WERC (Why Not Explore Rewarding Careers?) were written and edited by James A. Keith, professor at the School of Education, University of South Carolina, and produced by the University.

The films show opportunities in ten job families which do not require a four-year baccalaureate degree, give an overview of the world of work, and then go on to show students where to begin. Purchase price per film is $225, rental is $20 each for one day viewing. For ordering and discount information, write APGA Films, 1607 New Hampshire Ave. NW, Washigton, D.C. 20009.

College and the Black Student by Charles J. Hamilton, Jr., and others (Harvard Student

Agencies, Inc., 1969). Available from Bell Telephone System Offices.

The Dialect of the Black American—a record whose intent is to inform listeners of all races what black dialect is and how it functions. Production of this record was supported by Western Electric Company, and it is available free from Bell Telephone System offices. A short review of linguistics and an annotated bibliography is included.

Western Electric Educational Filmstrip (available free from Bell Telephone System offices) —Contains a record, a filmstrip, teachers guide, and appropriate **Occupational Outlook Handbook Bulletins.** Four occupations are covered: secretary, draftsman, toolmaker and keypunch operator.

REPORTS

College Educated Workers, 1968-80: A Study of Supply and Demand (Bulletin 1676) by U.S. Department of Labor, Bureau of Labor Statistics. (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 35¢). Analysis of expected supply and demand for college educated persons through the seventies. Overview as well as focus on selected occupational fields. Emphasis on the outlook for college educated women. Separate chapters on "Junior College Trained Manpower," and "Analysis of Supply and Demand in Selected Occupations Generally Requiring Junior College Training for Entry."

U.S. Manpower in the 1970's: Opportunity and Challenge by U.S. Department of Labor (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 55¢). Facts on manpower trends, economic directions, and future directions.

Law Enforcement Education Directory 1970, International Association of Chiefs of Police (IACP, 1319 18th St. NW, Washington, D.C. 20036; no charge for limited number of copies.) List of institutions, by state, offering degree programs in the law enforcement field.

Anxiety and School Related Intervention by Beeman H. Phillips, a psychologist from the University of Texas, reviews and synthesizes the psychological literature pertaining to school anxiety.
"Anxiety is one of the most frequent psychological problems encountered in the school and serves to prevent the child from realizing his intellectual potential." Included in the report are studies comparing anxiety levels of middle class children with lower class children; the relationship of mother's anxiety to the child's anxiety; comparison studies of anxiety levels in girls and boys, etc. Dr. Phillips advocates the use of psychologists as teacher consultants rather than as providers of services to individual pupils. Available from the State Education Department, Bureau of School and Cultural Research, Albany, N.Y. 12224.

MISCELLANEOUS

Surf and Rain Sleep Sound to screen out noises and lull you to sleep. From Hammacher Schlemmer, New York, N.Y. (About $75.)

A Cordless Musical Cigarette Dispenser plays "Death March" interrupted by a coughing spell as a skull pops out with a cigarette between its teeth. Last cough rolls the cigarette to the smoker. Available from A&S, New York, N.Y. (About $10.)

Impact invites its readers to submit items for Bazaar. Items announced in Bazaar will not be reoccurring.

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Printout

School Integration

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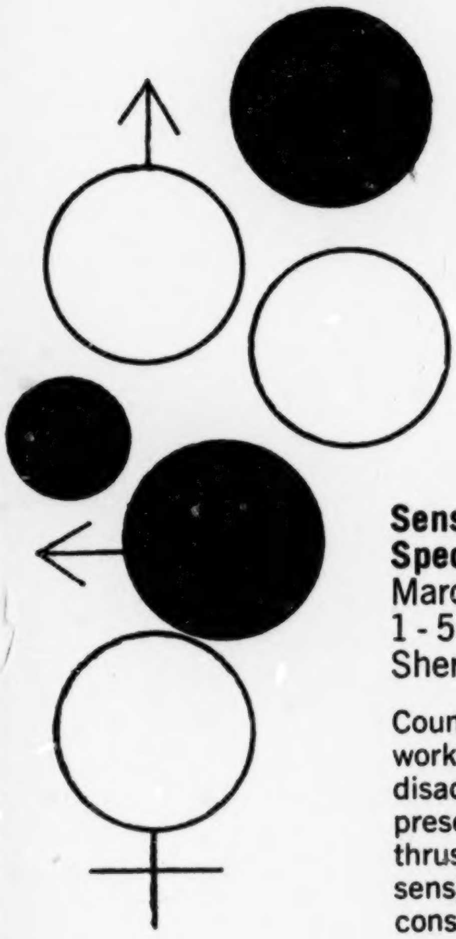
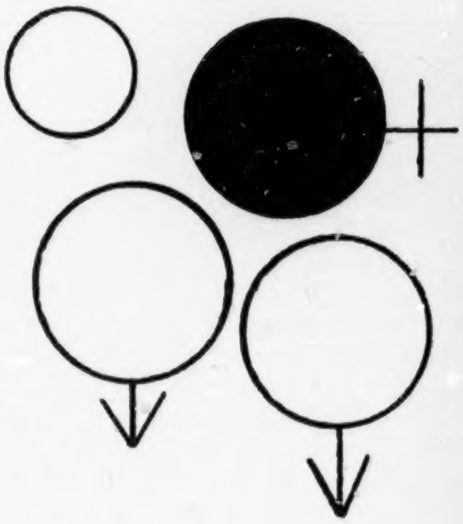
EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (ERDS), P.O. Drawer O, Bethesda, Maryland 20014. To order any of the ED materials, the following information must be furnished: The ED number of the document; the type of reproduction desired—photo copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate.



CAPS Activities at the '72 APGA Convention



Sensitizing Counselors to the Needs of Special Groups: A Workshop
March 27 and 28, 1972
1 - 5 p.m.
Sheraton Blackstone Hotel, Chicago

Counselors are being called upon increasingly to take an active stance in working with and being sensitive to the needs of special groups: youth, the disadvantaged, women and socially deviant individuals. It is our goal to present an extended skill building session which will have two specific thrusts: (1) to inform participants about these special groups, and (2) to sensitize participants to the unique needs of these groups. The session will consist of four separate presentations:

(1) Sensitizing participants to the characteristics of the four target groups. Special techniques will include role-playing, mini-games, and simulations.
(2) Reports on the differences and/or similarities of the target groups. Sources used will include ERIC documents, other research reports, and personal testimonies.
(3) A panel discussion and interest group discussions on the implications for counselors.
(4) An identification of viable programs currently operating for the targeted groups, including the presentation of consultants and/or materials from these programs as resources.

How to Use ERIC/CAPS

This year ERIC/CAPS has scheduled three seminars a day at the APGA Convention. These seminars will provide substantive information on research and new developments in guidance and personnel services as well as providing the opportunity for skill building in the use of CAPS resources and the ERIC national information system. Consultation opportunities for individuals interested in developing designs for local micro-information systems will also be available.

Look for ERIC/CAPS (Booths 122 and 123) in the exhibit area. See you in Chicago!

Plan to attend an ERIC/CAPS Seminar while you're at APGA:

Monday, March 27	10:45—12:00 4:15— 5:15
Tuesday, March 28	10:45—12:00 4:15— 5:15
Wednesday, March 29	10:45—12:00 4:15— 5:15

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